2008–2009 Catalog
September 2008

Wellesley College
Courses

Catalog Statement

The information contained in this catalog is accurate as of July 2008. However, Wellesley College reserves the right to make changes at its discretion affecting policies, fees, curricula or other matters announced in this catalog.

Disclosure of Graduation Rate

In accordance with the Student Right-to-Know and Campus Security Act (Public Law 101-542), the graduation rate for students who entered Wellesley College as first-year students in September 2001 on a full-time basis was 92%. (The period covered is equal to 150% of the normal time for graduation.

Nondiscriminatory Policies

Wellesley College admits students without regard to race, color, religion or national origin, to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. The College does not discriminate on the basis of race, color, religion, national origin or sexual orientation, in administration of its educational policies, scholarship or loan programs, athletic and other college-administered programs or in its employment policies.

Wellesley College, as an independent, undergraduate educational institution for women, does not discriminate on the basis of sex against its students in the educational programs or activities in which it operates and does not discriminate on the basis of sex in its employment policies, in compliance with the regulations of Title IX of the Education Amendments of 1972, nor does the College discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973.

Academic Calendar 2008–2009

Fall Semester

New international students arrive	Friday, August 22
New students arrive	Monday, August 25
First day of classes	Tuesday, September 2
Family/Friends Weekend	Friday, October 3 through Saturday, October 4
Fall break—no classes	Monday, October 13 through Tuesday, October 14
Tanner Conference	Tuesday, October 28
Thanksgiving recess	After last class on Tuesday, November 25, through Sunday, November 30
Last day of classes	Tuesday, December 9
Reading period	Wednesday, December 10 through Friday, December 12
Exam period*	Monday, December 15 through Friday, December 19 *Exams: 9–11:30am and 1:30–4pm*

Wintersession	Monday, January 5 through Monday, January 26

Spring Semester

First day of classes	Monday, February 2
President's Day—no classes	Monday, February 16
Spring break	After last class on Friday, March 20, through Sunday, March 29
Patriots' Day—no classes	Monday, April 20
Monday schedule	Tuesday, April 21
Ruhlman Conference	Wednesday, April 29
Last day of classes	Wednesday, May 13
Reading period	Thursday, May 14, through Friday, May 15
Exam period*	Monday, May 18 through Friday, May 22 *Exams: 9–11:30am and 1:30–4pm*

Commencement	Friday, June 5

*Although many of the final exams are self-scheduled, students should plan on being at Wellesley for the entire exam period and make travel arrangements accordingly.

Residence halls close for the fall semester 24 hours after the exam period ends and close for the spring semester 72 hours after the exam period ends. *All students must vacate their residence halls by these times.*

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Inquiries, Visits, and Correspondence

Wellesley College welcomes inquiries and visits to the College from prospective students, their parents, and other interested individuals. For those who would like more detailed information on many of the programs and opportunities described in this catalog, the College publishes a number of brochures and booklets. These publications as well as answers to any specific questions can be obtained by writing to the appropriate office as listed under "For Correspondence."

For those who would like to visit the College, the administrative offices in Green Hall and the Admission Office in Weaver House are open, Monday through Friday, 8:30am to 4:30pm. The Board of Admission is open on most Saturday mornings during the academic term. With the exception of a few holidays, arrangements can usually be made for prospective students to meet with Wellesley students during the College's vacation periods. Student guides provide scheduled tours for visitors without appointments. However, visitors should check the schedule online at ***www.wellesley.edu/Admission/*** or call the Board of Admission at 781.283.2270 prior to coming to Wellesley to obtain information regarding scheduled tours and to learn more about the College. A prospective student who wishes to arrange an interview with a member of the Board of Admission should make an appointment at least two weeks in advance.

Accommodations for alumnae and for parents of students or prospective students are available on the campus in the Wellesley College Club and may be reserved by calling the College Club at 781.283.2700. For a list of area hotels and inns, please visit the Admission Web site.

Wellesley College
106 Central Street
Wellesley, Massachusetts 02481

Tel 781.283.1000
Web www.wellesley.edu

For directions to Wellesley College, please visit www.wellesley.edu/admission/directions.html.

For Correspondence

President
General interests of the College

Dean of the College
Academic policies and programs, study abroad

Dean of Students
Student life advising, counseling and health, residence and student activities, MIT cross-registration, exchange programs, international students, religious and spiritual life, learning and teaching center, career service and internships

Class Deans
Academic advising

Director of Continuing Education
Davis Scholars, Postbaccalaureate students

Dean of Admission
Admission of students including Davis Scholars

Director of Student Financial Services
Financial aid, student accounts, loan repayment, student employment, educational financing

Registrar
Transcripts of records

Director of Center for Work and Service
Graduate school, employment, undergraduate and alumnae career counseling, community service

Vice President for Finance
Business Matters

Vice President for Resources and Public Affairs
Gifts and bequests, external relations

Executive Director, Alumnae Associate
Alumnae interests

The College

The mission of Wellesley College is to provide an excellent liberal arts education for women who will make a difference in the world.

Wellesley is a college for the student who has high personal, intellectual, and professional expectations. Beyond this common ground, there is no typical Wellesley student. Students come from all over the world, from different cultures and backgrounds, and they have prepared for Wellesley at hundreds of different secondary schools. Through the Davis Degree Program, women beyond the traditional college age, many with families, are part of the student body working toward a Wellesley degree. Women and men from other colleges and universities study at Wellesley through various exchange programs.

This diversity is made possible, in large part, by the College's need-blind admission policy. Students are accepted without consideration of their ability to pay. Once admitted, those with demonstrated need receive financial aid through a variety of services.

Henry Fowle Durant, Wellesley's founder, was an impassioned believer in educational opportunity for women. His strong philosophy carries over to the present day. Throughout its 130-year history Wellesley has been one of the country's preeminent liberal arts colleges, and a distinguished leader in the education of women.

The Liberal Arts Program

In some respects, the liberal arts curriculum at Wellesley has not changed significantly since the College was founded. Though the structure of distribution requirements has evolved, the requirement that each student should be acquainted with the main fields of human interest has remained a constant. The concept of the major—the opportunity for each student to establish mastery in a single area through concentrated study during her junior and senior years—has remained consistent as well. The College is committed to this framework because it emphasizes the essence of education: the ability to speak and write clearly, the knowledge to manage quantitative data with ease, the confidence to approach new material, and the capacity to make critical judgments. These skills are essential—whatever the student chooses to do with her life.

Within this traditional liberal arts framework, the Wellesley curriculum is dynamic and responsive to social change and new fields of study. The dramatic expansion of information of the last decades has led to an increasingly interdisciplinary course of study. Single majors in traditional disciplines have been joined by double majors and specially designed interdisciplinary and interdepartmental majors. Some departments also offer minors.

The Faculty

The Wellesley faculty is a community of recognized scholars. Dedicated to teaching, they bring a vast range of academic and professional interests to the College. Many members of the faculty live on or near the campus. They are committed to all aspects of life in the Wellesley community and are accessible to students outside of the classroom.

Wellesley College has a student/faculty ratio of 9 to 1. The average class size ranges from 17 to 20 students. A few popular introductory courses enroll more than 100, but these classes routinely break into small discussion groups under the direction of a faculty member. Seminars typically bring together 15 to 18 students and a faculty member to investigate clearly defined areas of interest. The low student-faculty ratio offers an opportunity for students to undertake individual work with faculty or honors projects and research.

Academic Facilities

Excellent academic facilities support learning at Wellesley and all resources are available to students. Students have access to virtually all the collections on campus through a computerized library system totaling over 1.6 million items. The holdings include more than 400 electronic databases; 13,000 electronic journals; 22,000 electronic books; 10,000 films on VHS and DVD; and 8,000 music CDs. Among the special holdings are a world-renowned Browning Collection, a Book Arts Collection, and a Rare Book Collection. Interlibrary loans through the Boston Library Consortium augment the College's own holdings.

Wellesley's strength in the sciences dates to the nineteenth century, when the College's physics laboratory was the second in the country (the first being MIT). The Science Center brings together all the science departments, including mathematics and computer science, in a contemporary setting that fosters interdisciplinary discussion and study. Laboratories are completely equipped for a wide variety of fields. The Center also includes an observatory and an extensive complex of greenhouses.

One of the first liberal arts colleges to establish a separate computer science department and computer science major, Wellesley remains at the forefront of technological development. Students and faculty in all disciplines use the College's academic computing facilities in their courses and research. The Knapp Media and Technology Center provides state-of-the-art technology for students in courses ranging from multimedia language instruction to graphic arts.

The well-known Wellesley Centers for Women, composed of the Center for Research on Women and the Stone Center for Developmental Services and Studies, produce work of national importance about issues facing women in contemporary society.

Students in the arts find excellent facilities in the Jewett Arts Center and the Davis Museum and Cultural Center.

Academic Exchange Opportunities

The Wellesley-MIT cross-registration program allows students to combine the strengths of both institutions while remaining in residence on their own campuses. Students can complement their Wellesley majors with additional MIT courses in a variety of subjects including architectural design, urban planning, linguistics, financial accounting, computer science, engineering, mathematics, and the sciences.

The Twelve College Exchange Program brings women and men from member colleges to Wellesley for a semester or a year, and enables Wellesley students to live and study on another campus. The College also offers exchanges with nearby Brandeis University, Babson College, and Olin College of Engineering; and out of state, Spelman College, a historically Black liberal arts college for women in Atlanta, Georgia, and Mills College in Oakland, California. In addition, Wellesley students are encouraged to spend a semester or a year abroad in programs at many institutions. Approximately 45% of Wellesley College students elect to spend a semester or year abroad.

Life at Wellesley

Wellesley recognizes that classroom activities and studying are only part of a college education. The residence hall system not only provides a pleasant and comfortable place to live, but seeks to integrate academic and extracurricular life through educational programs. Residence life is administered in several ways, ranging from residence halls staffed by professional resident directors to student-run cooperatives.

Leadership opportunities are available in many areas of academic, social, and community life. For many students, the lessons learned competing on the athletic field, publishing the *Wellesley News*, or participating in a Wellesley-sponsored summer internship in Washington, D.C., have lifelong impact. The College encourages self-expression through over 170 established student organizations, as well as any interest that a student may choose to pursue alone or with a group of friends. Wellesley also supports those students who investigate religious issues and thought. The Office of Religious and Spiritual Life offers religious programs in many faiths, including denominational services for those who wish to participate.

As a small community, Wellesley's quality of life depends upon the involvement and commitment of each of its constituents. For this reason, students participate in decision making in nearly every aspect of College life. They serve, frequently as voting members, on almost every major committee of the Board of Trustees, including the Investment Committee, as well as the Academic Council, the Board of Admission, and the Committee on Curriculum and Instruction. In academic departments, they frequently participate in the curriculum and faculty search committees. They also serve on committees that set policy for residential life.

Established in 1901 by student and faculty agreement, the Wellesley College Government Association is the official organization of all Wellesley students. Through Senate, its elected representative body, College Government officers are elected each spring on a campus-wide basis; Senate representatives are elected from each residence hall and from the Davis Scholars and Wellesley off-campus students.

Alumnae Network

Each student who comes to Wellesley College joins an extended community of more than 35,000 alumnae. Some of them have been outstanding scholars and researchers, others have been businesswomen and leaders in politics and social issues, and still others have made important contributions to their communities through volunteer work. No matter how they have chosen to make their mark in the world, these women have proven that four years at Wellesley College *is* just a beginning.

Facilities and Resources

State-of-the-art academic facilities, ranging from creative arts media and advanced scientific research equipment, support Wellesley's curriculum. These facilities are available to all students.

Botanic Gardens

www.wellesley.edu/WCBG

Wellesley has a long history of excellence in plant science, supported by remarkable botanical facilities. The Alexandra Botanic Garden and the H. H. Hunnewell Arboretum showcase an extensive collection of hardy trees and shrubs, and habitats ranging from wetlands to meadow to woodland. This 22-acre outdoor laboratory is complemented by the Margaret C. Ferguson Greenhouses, which contain a diverse array of plants from around the world, as well as rooms dedicated to courses and research. The gardens are an outstanding teaching facility and community resource visited by thousands each year.

Child Study Center

www.wellesley.edu/childstudy

The Child Study Center, a laboratory preschool under the direction of the psychology department, was originally designed in 1913 as a school for young children. Students and faculty from any discipline are encouraged to study, observe, conduct approved research, volunteer, or assistant teach in classes with children ages two to five. In addition to the observation and testing booths in the historic Anne Page Building, there is a developmental laboratory at the Science Center.

Classrooms

The three primary classroom buildings on campus are Founders Hall for the humanities, Pendleton Hall for the social sciences and arts, and the Science Center.

Computer Facilities

www.wellesley.edu/Computing/computing.html

Students have access to hundreds of computers in computing labs, classrooms, and residence hall computing rooms. Advanced computing and multimedia equipment and software are available in the Knapp Media and Technology Center, located in the Margaret Clapp Library. Wellesley's ResNet provides support to students who use the high-speed, campus-wide network from their own rooms to access electronic resources both on campus and around the world. These resources include: the College Web site; the library online catalog and full-text electronic resources; centralized e-mail and conferencing provided via FirstClass®; Element K® online courses for desktop applications, and an array of instructional software.

Continuing Education House

www.wellesley.edu/NSP

A "home on campus" for Davis Scholars and Postbaccalaureate students, CE House is a place where students gather for programs, meetings, group study, or simply conversation.

Davis Museum and Cultural Center

www.davismuseum.wellesley.edu

Located at the center of the campus, the Davis Museum is a vital force in the intellectual, pedagogical, and social life of Wellesley College. The museum's goal is to create a challenging environment that fosters visual literacy; supports interdisciplinary study; inspires new ideas, research, discourse, and critical thinking. It is a dynamic venue where cultural pluralism forms a basis for an involvement with the arts in the academy and in life.

As the art museum of Wellesley, the Davis collects, preserves, exhibits, and interprets works of art for on- and off-campus audiences. Its collection of more than 10,000 works of art spanning 3,000 years of art history is an educational resource for the College and for the surrounding community. The museum offers innovative temporary exhibitions, newly installed permanent collection galleries in 2007, technology-based installations, films, lectures, podcasts, and publications.

Green Hall
The offices of the president, the deans, and others directly affecting the academic and business management of the College, as well as the Susan and Donald Newhouse Center for the Humanities, are located in Green Hall. The hall's Galen Stone Tower, a focal point of the campus, rises to 182 feet and houses the carillon, which is played regularly by student carilloneurs and for major College events.

Harambee House
www.wellesley.edu/Harambee/index.html
The cultural and social center for Wellesley students of African descent, Harambee House offers programs to the entire College community that highlight various aspects of African, African American, and African Caribbean culture. Harambee has a growing library dedicated to the history and culture of African and African American peoples and a library of classical jazz by Black artists, which is located in the Jewett Music Library. Harambee House also houses various organizations for students of African descent, and *Ethos Woman* (a literary magazine), as well as meeting and function rooms.

Houghton Memorial Chapel and the Multifaith Center
Since its dedication in June 1899, the historic Houghton Memorial Chapel has served as a center of community life at Wellesley College. The Chapel has also provided a critical venue for College ceremonies and traditions, for concerts, lectures, and other performances. For nearly the entire history of Wellesley College, Houghton Memorial Chapel has afforded the community a spiritual space, which supports and complements the pursuit of intellectual excellence and personal growth. As indicated by the three keys given to each president of Wellesley College as she takes office (to the library, the dormitory, and the Chapel), the Chapel reflects the College's commitment that the education of the whole person—intellectually, relationally, and spiritually—remains at the core of the mission of the College.

In the spring of 2008, renovations were completed to Houghton Memorial Chapel including the restoration of the upper chapel and the creation of the new Multifaith Center on the first level of the building. The Multifaith Center is a global center of learning and discovery for all people; a place for prayer, meditation, study, worship, and education. The Center provides spaces for regular gathering for all of our religious communities including Baha'i, Buddhist, Christian (Protestant, Roman Catholic, Orthodox, and Evangelical), Hindu, Humanist, Jain, Jewish, Muslim, Native African, Native American, Quaker, Sikh, and Unitarian Universalist groups, adding new sacred spaces to the existing upper chapel and Hillel lounge located in Billings Hall. The Center will be home to Wellesley's nationally recognized programs in Religious and Spiritual Life including: "Beyond Tolerance," which engages community members in programs on interfaith understanding, dialogue and conflict resolution; and "Education as Transformation," which offers opportunities for meaning making through spiritual reflection and practice.

Jewett Arts Center and Pendleton West
The Jewett Arts Center consists of the Mary Cooper Jewett Art Wing and the Margaret Weyerhaeuser Jewett Music Wing. The Art Wing includes classrooms, studios, darkrooms, video and digital facilities, plus the Art Library, the Student Art Gallery, and the Visual Resources Collection. The Jewett Sculpture Court serves as a wireless student lounge and exhibition space. The Music Wing holds the Music Library, listening rooms, practice studios, classrooms, and a collection of musical instruments from various periods available for the student's use. Music performances, theatre events, lectures, and symposia are held in the Jewett Auditorium, a 320-seat theatre. The arts facilities of Pendleton West include drawing and painting studios, a sculpture foundry, a print studio, and a concert salon.

Nannerl Overholser Keohane Sports Center
www.wellesley.edu/athletics/
Classes for all indoor sports, aquatics, fitness, and dance are conducted in the Nannerl Overholser Keohane Sports Center. The facility includes an eight-lane competition swimming pool; badminton, squash, and racquetball courts; two weight rooms; exercise/dance/yoga studios; volleyball courts; and an athletic training area. The Field House has a basketball/volleyball arena; indoor tennis courts; a 200-meter track, and two cardiovascular machine areas. Included in the cardiovascular area are 39 new pieces of cardio/strength training equipment. Treadmills include a virtual-reality interface with iPod support.

The outdoor sports facilities include a state-of-the-art turf field used for lacrosse and field hockey; an eight-lane track; a grass soccer playing field; a recreation field; and a softball field. Outdoor water sports focus around the boathouse on Lake Waban, where the canoes, sailboats, and crew shells are kept. Wellesley also maintains a nine-hole golf course, Nehoiden Golf Club, which is the oldest nine-hole course in New England.

Knapp Media and Technology Center
www.wellesley.edu/Knapp
The Knapp Media and Technology Center, located in the Margaret Clapp Library, contains 43 computer workstations capable of viewing and digitizing audio and video, scanning printed images, slides, film and negatives and creating digital images and animations; audio- and video-production studios; a video-conferencing site; three computer and media-equipped project rooms; two video-editing rooms; a large format printer; and other multimedia equipment and software.

Information services staff assist faculty, students, and staff in the use of these resources and collaborate in the development of multimedia projects.

The Knapp Center also provides support for course reserves, laptops, cameras, and other equipment available for check out.

Knapp Social Science Center
The Knapp Social Science Center at Pendleton Hall East integrates the social sciences and provides instructional space that is varied in design and layout. The physical space includes case-study classrooms, computer classrooms with individual student workstations, seminar rooms, traditional lecture halls, a video-conferencing facility and an archaeology laboratory. Public spaces include a viewing room equipped with a large TV/VCR/DVD set-up, wireless computing capability and a two-story atrium with bleachers and informal seating.

Library
www.wellesley.edu/Library
The Wellesley College Library consisting of the Margaret Clapp, Art, Astronomy, Music, and Science libraries number over 1.6 mil-

lion volumes in collections. The Library's physical holdings are supplemented by a wealth of online materials and through resource sharing with the Boston Library Consortium and NExpress.

The Library received the first nationwide "Excellence in Academic Libraries" award. Among the its notable features are the College Archives, the Book Arts Lab, where typography and letterpress printing are taught, and the Special Collections, which contain rare books and manuscripts that support student research.

Research and instruction specialists staff service desks, help with in-depth research, and schedule hands-on sessions for professors and their classes. All libraries offer computer workstations, quiet and comfortable study space, help from knowledgeable staff, and information to enhance life and learning.

Susan and Donald Newhouse Center for the Humanities

www.wellesley.edu/NCH/

The Newhouse Center aims to enrich the intellectual life of the Wellesley College community and, in particular, to promote excellence and innovation in humanistic studies. The Newhouse Center occupies a freshly renovated space on the second floor of Green Hall, with office space for a collaborative research community of resident scholars (including postdoctoral fellows, visiting scholars from other institutions, and Wellesley faculty on sabbatical leave), and small and large seminar rooms that are the site of faculty seminars and reading groups as well as a variety of activities for the benefit of the community at large. In addition, the Newhouse Center sponsors and coordinates many other programs and activities on campus, including the Mary J. Cornille Distinguished Visiting Professorship in the Humanities, the Common Text Project, and more.

Parking

Student parking by permit is available at the Davis Parking Facility and the Distribution Center lots. Because of limited parking on campus, resident first-year students are not permitted to have cars on campus. The chief of campus police, or designated representative, must approve any exemptions to this policy. The director of disability services must approve any temporary or permanent exemptions to this policy due to medical or accessibility circumstances. The parking fee for sophomores, juniors, and seniors is currently $75 per semester or $135 per year, and for off-campus students $60 per semester or $100 per year. The College may further restrict normal parking procedures to accommodate campus construction projects, or other special events as needed.

President's House

Formerly the country estate of Mr. and Mrs. Henry Fowle Durant, Wellesley's founders, the President's House is located on a hill bordering Lake Waban just south of the main campus. It is frequently the site of alumnae and trustee gatherings, and events for faculty, staff, and students throughout the year.

Residence Halls

www.wellesley.edu/ResLife/

Wellesley's 21 resident halls vary in size and house students from all four class years in a combination of single, double, and triple rooms, as well as suites. Most upperclass students are assigned single rooms. However, first-year and sophomore students have one or more roommates. The residence halls are grouped in three areas of the campus: Bates, Freeman, McAfee, Simpson West, Cedar Lodge, Dower, French House, Homestead, Instead, and Stone-Davis are near the Route 16 entrance to the campus; Tower Court, Severance, Cervantes, Lake, and Claflin are situated off College Road in the center of the campus; and Shafer, Pomeroy, Cazenove, Beebe, and Munger are located by the Route 135 entrance to the College.

Science Center

www.wellesley.edu/ScienceCenter/

The Science Center houses the Departments of Astronomy, Biological Sciences, Chemistry, Computer Science, Geosciences, Mathematics, Physics, and Psychology, as well as several interdepartmental programs such as Neuroscience and Biological Chemistry. The Center includes up-to-date teaching and research laboratories, extensive computer facilities, and modern classrooms. The Science Library contains more than 120,000 volumes, maintains subscriptions to a wide array of print and electronic journals, and provides access to online databases.

The Center contains a variety of state-of-the-art instrumentation including: a confocal microscope, two NMR spectrometers (one with a micro-MRI accessory), a MALDI-TOF mass spectrometer, energy dispersive X-ray fluorescence spectrometers, microcalorimeters, an automated capillary DNA sequencer, a high-power pulsed tunable laser, and a 16-node supercomputer equipped with state-of-the-art bioinformatics tools.

Schneider Center

Schneider Center houses the following student groups: *Wellesley News*; *Legenda*, the college yearbook; WZLY; Spectrum; Mezcla and Wellesley Asian Alliance (WAA). Other facilities and offices in Schneider include a lounge and kosher kitchen for Hillel; the Office of Religious and Spiritual Life; the Offices of the Asian Advisor and the Latina Advisor; the Advisor to Lesbian, Transexual and Transgender Students; the Office of Residential Life; and the Office of Summer Programs.

During the 2008-2009 academic year, Schneider Center will temporarily house the theatre department and some administrative offices while the Diana Chapman Walsh '66 Alumnae Hall is renovated.

Slater International Center

www.wellesley.edu/SICISS/sic/sic/html

Headquarters for international activities, Slater International Center is dedicated to encouraging greater understanding among all cultures through personal association and cooperative endeavor. The Center serves campus organizations, academic and administrative departments that have an interest in international issues and helps sponsor seminars and speakers. The Office of the Advisor to International Students and Scholars is located in the Center. The advisor counsels international students, advises international organizations, and handles immigration matters for students and faculty. The Center also coordinates a peer-advising group of international students to help newcomers adjust to the United States. International students can also use the Center to study and meet informally.

Society Houses

Wellesley has three society houses: Shakespeare House, for students interested in Shakespearean drama; Tau Zeta Epsilon House, for students interested in art and music; and Zeta Alpha House, for students interested in literature. Each has kitchen and dining facilities, a living room, and other gathering areas.

Transportation

www.wellesley.edu/Housing

There are several modes of transportation for students on campus. The College offers an hourly bus service from campus to MIT in Cambridge which runs Monday–Friday between 7am and 12am, with subway connections to the Greater Boston area. The Wellesley-Olin-Babson Shuttle operates Monday-Friday from 7:40am until 6:10pm. On weekends the College provides bus service to Boston and Cambridge on an expanded schedule tailored to students' needs. Also available on Saturdays is a shuttle to transports students to the Natick Mall and nearby movie theatres.

The College also partners with Zipcar, a membership-based car sharing service. There are three Zipcars parked on campus. Students may join Zipcar by visiting www.zipcar.com/wellesley.

Diana Chapman Walsh '66 Alumnae Hall

The largest auditorium on campus, Alumnae Hall seats more than 1,300 people and contains a large ballroom as well as the Ruth Nagel Jones Theatre. Beginning in the summer of 2008, Alumnae Hall will undergo major renovations, which will bring into line the physical space and the needs of current academic and community programs. Renovations include seating, lighting, and acoustics of the auditorium, as well as the installation of a new elevator. Completion of the work is projected for the winter of 2010.

Lulu Chow Wang Campus Center

www.wellesley.edu/WangCampusCenter/

The mission of the Wang Campus Center is to enable faculty, students, and staff as well as their friends and associates to play and work together in common space; to give student organizations flexible meeting space; to allow small and large groups of students to gather spontaneously and for planned events. It is the gathering space for all members of the campus community.

The Campus Center offers services for all members of the community, including a bookstore that offers a variety of products and an information center where the master events calendar is kept and displayed. It is a place for fun and relaxation, and also a space where students, faculty, and staff can get things done: have a meeting, mail a letter, consult with a professor, purchase sundries, check email, or make photocopies. The Center provides space and food offerings that demonstrate its purpose as a multiconstituency gathering place for coffee and meals, on weekdays, weekends, and late into the night. Also, the Center reinforces the strongly held Wellesley value of small group experiences, while underscoring that those groups are part of the larger community that make up the College.

Wellesley Centers for Women

www.wcwonline.org

The Wellesley Centers for Women (WCW) conducts scholarly research and develops sound training and evaluation programs that place women's experiences at the center of its work. WCW focuses on three major areas:

- The status of women and girls and the advancement of their human rights both in the United States and around the globe;
- The education, care, and development of children and youth; and
- The emotional well-being of families and individuals.

Issues of diversity and equity are central across all the work as are the experiences and perspectives of women from a variety of backgrounds and cultures. Since 1974, WCW has influenced public policy and programs by ensuring that its work reaches policy makers, practitioners, educators and other agents of change. The Wellesley Centers for Women (WCW) was formed in 1995, when the Center for Research on Women and the Stone Center for Development Services and Studies joined together to become a single organization. The Center for Research on Women was instituted by a grant from the Carnegie Corporation in 1974 to conduct social science research that grows from the lives and perspectives of women. The Stone Center for Developmental Services and Studies, founded in 1981 with a gift from Grace W. and Robert S. Stone, is dedicated to the prevention of psychological problems, the enhancement of psychological well-being, and the search for a better understanding of human development. WCW has maintained close ties with the College's counseling division—known as the Stone Center Counseling Service. Work and psychological-theoretical focus of WCW are incorporated into the clinical work and programs of the Stone Center, which are directed to the mental health needs and overall psychological well-being of Wellesley College students. The Stone Center is a part of the Division of Student Life and reports directly to the Office of the Dean of Students.

Wellesley College Club

www.wellesley.edu/CollegeClub

A center for faculty, staff, and alumnae, the Wellesley College Club's reception and dining rooms are open for lunch and dinner to members, their guests, and parents of students. Overnight accommodations are available for all members, alumnae, and parents of current and prospective students.

Whitin Observatory

www.wellesley.edu/Astronomy/

The Whitin Observatory contains laboratories, classrooms, a darkroom, and the Astronomy Library. It is an unusually fine facility for undergraduate training in astronomy. Located on campus, its fleet of telescopes is used nearly every clear night for teaching and research. In addition to 6- and 12-inch telescopes best suited for visual observing, the Observatory houses six 8-inch computer-controlled telescopes for student use. The 24-inch Sawyer telescope is a research-grade instrument with state-of-the-art cameras, electronics, and computers, used for advanced observing classes and faculty-supervised student research. The observatory is scheduled for expansion in 2010.

Division of Student Life

The Division of Student Life guides and fosters the intellectual, ethical, personal and social development of Wellesley students as they explore their place and purpose as engaged learners in a diverse and interdependent college and world.

The professionals in the division work in the following areas: Dean of Students Office, Center for Work and Services, Advising and Academic Support Services, Religious and Spiritual Life, Residential Life and Student Activities, Pforzheimer Learning and Teaching Center, Disability Services, the Davis Degree Program, Health and Counseling Services, and student advising for: International Students, Latina Students, Students of African Descent, Students of Asian Descent, and Lesbian, Bisexual, and Transgendered Students.

Through the work of these areas, the college offers many opportunities for students to challenge their development and receive support.

Campus Life

Student Organizations

Wellesley sponsors 150 student organizations that reflect many interests including ethnic, social, political, service, and religious interests. More than 20 multicultural organizations include the Slater International Association; Mezcla, an association for Latina students; Ethos, an organization of Black students; the Asian Student Union, composed of Asian and Asian American students; and the Korean American Student Association. Religious groups such as the Newman Club, the Wellesley Christian Fellowship, Hillel, Al-Muslimat, and Ministry to Black Women offer many programs throughout the year. Students produce a number of publications, including: *Wellesley News*, the weekly student newspaper; *Counterpoint*, a monthly publication produced by students from Wellesley College and MIT; *Ethos Woman*, a literary magazine that represents women of African descent; *GenerAsians*, a magazine by and about the Asian/Asian American community; and *Legenda*, the College yearbook. An all-student staff operates WZLY, the campus radio station.

Service

The Center for Work and Service lists many internship and volunteer opportunities in government agencies and not-for-profit organizations in the greater Boston area. In addition, the Center coordinates week-long domestic and international alternative break service projects and connects students with term time volunteer opportunities at organizations affiliated with the College, ranging from local public school systems to women's advocacy groups.

Physical Education, Recreation, and Athletics

Athletics has become a significant part of life at Wellesley. Students are frequent trophy winners in NCAA, Division III, and other intercollegiate events in the College's 13 sports including basketball, crew, cross-country, fencing, field hockey, golf, lacrosse, tennis, soccer, softball, squash, swimming/diving, volleyball. For students interested in sports for recreation, there are opportunities in club sports such as equestrian, ice hockey, rugby, sailing, skiing, ultimate frisbee and water polo, as well as recreation and intramural opportunities including yoga, zhumba, badminton, table tennis, night hikes, fun runs/walks, snowboarding, cultural dance and more. The Nannerl Overholser Keohane Sports Center and outdoor fields complex provide facilities for varsity and club sports, intramurals and recreation including all new cardio and weight equipment (see The Campus for details). Lake Waban is used for water sports and Paramecium Pond for ice skating.

The Arts

Traditionally the arts are an essential part of the Wellesley experience. Students with musical interests can explore the Wellesley College Orchestra, the Prism Jazz Ensemble, Yanvalou Dance and Drum Ensemble, the Tupelos, the Blue Notes, the Toons, the Widows, Graceful Harmony, the Guild of Carillonneurs, and the MIT Orchestra. Those with theatrical interests can choose from the Wellesley College Theatre and the Shakespeare Society. At the Jewett Arts Center's Student Gallery, students can exhibit their work or organize and curate shows. To take advantage of the extensive opportunities offered by the Boston Museum of Fine Arts whose collections accord it a world ranking, free entry has been purchased for all students thanks to the generosity of Marion Burr Sober '30.

Technology

An important extension of both social and academic life, technology is integral to the Wellesley experience. The entire College community exchanges ideas and information on Wellesley's electronic bulletin boards. Every student has access to the Internet, the e-mail system, and the campus-wide network from most buildings across campus, including her residence hall room. Wireless access is also available in many spaces across campus. In addition, clusters of computers are located in every residence hall and the Knapp Media and Technology Center in the main library.

Wellesley Traditions and Centers

A number of traditional social events have become part of life at Wellesley: Junior Show, Family and Friends Weekend, and Spring Weekend are supplemented by frequent informal parties.

There are a variety of social centers on campus. The new Lulu Wang Campus Center serves as the focal point of community activities. Slater International Center is the frequent setting for international and multicultural events and celebrations. Harambee House, the social and cultural center of Wellesley's African American community, sponsors lectures and music and dance performances. Lectures and cultural programs are also presented by many other student organizations. The Davis Museum and Cultural Center, with its Collins Cinema and Café, is a place to relax with friends, view domestic and international films, and listen to lectures and live performances.

Residential Life Philosophy

The philosophy of the Office of Residential Life at Wellesley College closely follows the mission of the College.

Our mission is to share and model a commitment to the education of women through our various roles on campus. In these roles we:

1. Foster inclusive learning communities where each member contributes her own unique history, culture, perspective, talents and creativity, and where each member appreciates the contributions of other community members.
2. Challenge each other to think critically and reflect upon the many aspects of life as we move from one stage to another.
3. Model all of the above in our own lives and in our work with each other.

The operations of the residential life team are grounded in two related theoretical assertions: that individuals grow and change over time, and that healthy growth is fostered by a supportive community. Our professional team utilizes theories of student development to form the basis of the residential life department mission. We support, encourage, and serve as nonpeer resources so that students may safely challenge their own limitations and fears.

Eighty-eight student staff members, who are the resident assistants, residence managers and house presidents, assist the professional staff. Our role is crucial to providing the comfort and structure, which permits and allows residential life to flourish.

The residential life team also works to build strong communities within each residence hall. A strong community is a place that practices hospitality, holds all members to the same standard of accountability, and develops a trusting and respectful space that celebrates its members. Living in a community establishes a model of civic responsibility within the Wellesley community. The staff and students work together to create an environment where learning can occur.

Residence Halls

Each residence hall has a distinctive character and structure. Resident directors, professionals trained in working with young women and issues that arise from living in a small community, staff 15 of the larger halls (most housing 120–140 students). Each resident director is a liaison to the College community, and supervises a residence staff that includes a resident assistant on each floor of the building and a house president. The resident assistants and house presidents are trained in community programming and act as resources and referral agents for all students. The smaller halls each house fewer than 20 upperclass students and are staffed by student resident assistants and offer more independent government.

Many opportunities exist for students to assume leadership positions. Students in the larger residence halls elect a house council that administers the hall government. The house council in each hall plans a variety of social, cultural, and educational events throughout the year. Each residence hall also elects representatives to the College Government Senate. These students consult with members of the residence hall on campus-wide issues and convey opinions of their constituencies to the student government.

Most of the residence halls contain single, double, and triple rooms, and some suites. All incoming first-year students and sophomores are placed in double or triple rooms. The cost of all rooms is the same, regardless of whether they are shared, and students are required to sign a residence hall agreement. Each large hall has a spacious living room, smaller common rooms, and a study room. All but three of the large halls have dining facilities open on a five- or seven-day basis. All dining rooms offer vegetarian entrees; Pomeroy serves kosher/vegetarian food at all meals, and Cazenove is a nut-free dining area. There are kitchenette facilities in the halls for preparing snacks. Each building is equipped with coin-operated washers and dryers.

The College supplies a bed, a desk, a chair, a lamp (halogen lamps are not allowed), a bookcase, and a dresser for each resident student. Students furnish their own linen, blankets, quilts, curtains, pictures, rugs, and posters.

Services for Students with Disabilities

www.wellesley.edu/DisabilityServices/DShome

Wellesley College is committed to providing students with disabilities the access and support they need to achieve their academic potential and to participate fully in Wellesley's activities.

Each student is viewed as an individual with a unique set of strengths and abilities. Disability services professionals, who are part of the Division of Student Life, are available to provide individualized assistance and information to students. The director of disability services works with all students with disabilities, temporary or permanent, and is the first contact point for students with physical disabilities, learning disabilities and attention disorders. The director of disability services receives support from the director of the Stone Center Counseling Services who assists students with psychological and emotional disabilities and from the director of the health service who helps students who identify as having health or medical disabilities. These staff members work collaboratively with faculty and other campus members to assist the director of disability services to coordinate services for students with disabilities.

Students with disabilities are encouraged to explore more information about services and resources confidentially and in-person or through our Web site.

Stone Center Counseling Services

www.wellesley.edu/Counseling

Many students benefit from talking with a professional about personal matters affecting their daily life or their basic sense of purpose and direction. Members of the Wellesley College Counseling Service, located in the Stone Center and affiliated with the Wellesley Centers for Women, provide short-term individual and group counseling for Wellesley College students who need or desire this support. The Counseling Service also provides educational programs, training session and workshops to the College community that address mental health and developmental issues.

Licensed clinical staff members include psychologists, social workers, a psychiatrist, and a clinical nurse practitioner. Time-limited therapy is provided to the students at no cost. For long-term treatment, students are referred to private, clinical professionals and agencies in the community. Professional confidentiality is maintained at all times in accordance with the law.

The Counseling Service offers a Clinical Training Program for advanced-level graduate students in the fields of social work and psychology in collaboration with the Wellesley Centers for Women's Jean Baker Miller Training Institute. The Clinical Training Program includes advanced practicum training for social work and psychology students and internship-level training for psychology students. The clinical work of the Counseling Service is informed by the Relational Cultural model developed by the Jean Baker Miller and colleagues.

Religious and Spiritual Life

www.wellesley.edu/RelLife

Wellesley's Office of Religious and Spiritual Life fosters a sense of community by supporting the diverse religious traditions and spiritual perspectives represented in the Wellesley community and offering all students the opportunity to deepen their understanding of the religious and spiritual traditions of the world as well as gain skills in interreligious dialogue and spiritual growth.

The religious life team includes a Buddhist advisor, a Hindu advisor, a Hillel director, a Muslim chaplain, a director of Newman Catholic Ministry, a Protestant Christian chaplain, and a Unitarian Universalist chaplain. The program also includes advisors and student groups for the Baha'i, Jain, Native African, Native American, Pagan, Sikh, and Zoroastrian communities. Chaplains and advisors are available for religious and pastoral counseling. Students, faculty, and staff are invited to take part in one or more of these faith communities, for worship, meditation, practice and discussion on a weekly basis and educational and social activities throughout the academic year. In addition, the dean of religious and spiritual life coordinates a program that examines the role of spirituality in the educational process at Wellesley and officiates at multifaith community worship.

Many opportunities are available for students to express their spirituality. Flower Sunday, one of Wellesley's oldest surviving traditions, is a multifaith celebration held at the beginning of each academic year. Religious and spiritual spaces on campus include: Houghton Memorial Chapel, the new Multifaith Center (on the first level of the Chapel), the Hillel Lounge and Kosher Kitchen located in Billings Hall and the religious and spiritual life office also in Billings Hall.

College Health Service

www.wellesley.edu/Health

The College Health Service is a licensed outpatient clinic staffed by physicians, nurse practitioners, and nurses. The services,provide primary medical, gynecological care, nutrition counseling and physical therapy care to all students. There is also a small on-site laboratory. When required, consultation with specialists is available both locally and in Boston.

Emphasis on education and preventive measures to promote healthful lifestyles are integral to the health service philosophy. The health service collaborates with other College services such as counseling service, residential life, physical education, and recreational athletics.

The confidentiality of the clinician-patient relationship is carefully maintained; a student's medical information is not shared with College authorities or parents without the student's specific consent. When there is concern about a student's safety, however, that concern takes precedence over issues of confidentiality. Information may also be disclosed to meet insurance claims or legal requirements.

There is no charge for outpatient visits to a nurse, nurse practitioner, or physician at the health service. There are charges for laboratory tests, immunizations, and some procedures. A college-sponsored Student Accident and Sickness Insurance Program is available to cover most of these charges. For more details on the insurance program, please visit www.wellesley.edu/Health/Insurance/insurance.html.

Student Government

Honor Code

Inherent in Wellesley's democratic system of governance and its accompanying law is the Honor Code. As the vital foundation of government, the Honor Code rests on the assumption that individual integrity is of fundamental value to each member of the community. Within the philosophy of self-government, the personal honor and responsibility of each individual as she or he approaches both the regulated and nonregulated areas of academic, social, and residence hall life in the Wellesley community are of central importance.

The Honor Code covers all duly adopted rules of the College for the governance of academic work, for the use of College resources, and for the conduct of its members. Each student—degree candidate, exchange student, and Postbaccalaureate student—is bound by all the rules.

As a member of the student body of Wellesley College both on and off the campus, each student is expected to subscribe to the following Honor Code:

As a Wellesley College student, I will act with honesty, integrity, and respect. In making this commitment, I am accountable to the community and dedicate myself to a life of honor.

She/he should also remember that she/he is subject to federal, state, and local laws that are beyond the jurisdiction of Wellesley College.

The Honor Code can work only with full support of the entire College community. In addition to upholding the regulations and spirit of the Honor Code personally, both students and faculty are responsible for the success of the system. This includes guarding against and, if necessary, reporting any inadvertent or intentional abuses of the Honor Code by any member of the community.

College Government

Responsibilities of College Government include governance of all student organizations, appointment of students to College committees, and allocation of the student activity fund. Many of these responsibilities are assumed by Senate, the elected legislative body of College Government, which also provides the official representative voice of the student body. Violations of the Honor Code are adjudicated through General Judiciary.

Center for Work and Service

www.wellesley.edu/CWS

The Center for Work and Service (CWS) offers comprehensive career preparation and resources for students and alumnae. A wide range of information and services to help students explore the world of work, participate in community service, and prepare for their futures is available. A staff of experienced professionals counsels students and alumnae at all stages of career exploration.

Students can explore various professions, educational options, and community service opportunities using the resources of the Center for Work and Service. Among the offerings are:

- career counseling and inventories
- internship search and funding resources
- community service events
- week-long service trips
- fellowship and graduate school advising
- administration of Wellesley College Graduate Fellowships and other fellowship programs
- prelaw and prehealth advising
- job and internship recruiting programs
- not-for-profit and public service job search track
- career fairs for science majors and students interested in public service
- alumnae panel presentations
- workshops
- online W Network (over 30,000 Wellesley graduates who have volunteered to serve as contacts for career exploration)
- online job, internship, and community service databases and directories
- an extensive career library
- an interactive Web site

In recent years CWS has undertaken programs that align it more closely with the educational core of the College. Faculty and the CWS staff collaborate to help integrate the student's overall career decision-making process and to amplify the connection between her academic experience and life outside the classroom.

After graduation, CWS remains a resource for alumnae by offering career counseling, job listings, regional career programs, alumnae career Web pages, use of the Center for Work and Service library, and a reference file service.

Admission

www.wellesley.edu/admission

Wellesley College encourages qualified applicants from a wide variety of cultural, economic, and ethnic backgrounds to join its diverse multicultural student population. Each application is evaluated on its own merits, without regard to race, religion, color, creed, national origin, or sexual orientation.

The Board of Admission admits students who will benefit from the education Wellesley offers and who will be able to meet the graduation requirements. Consideration is given to creativity, high motivation, and strong academic potential. The Board includes faculty, administration, and students. In selecting candidates for admission, the Board considers several factors: high school records; rank in class; standardized test scores; letters of recommendation from teachers, guidance counselors, or principals; the student's own statements about herself and her activities; and interview reports when available from the staff or alumnae.

The Board values evidence of unusual talent and involvement in all areas of academic and social concern. The admission decision is never based on a single factor. Each part of the application contributes to a well-rounded appraisal of a student's strengths and helps determine whether Wellesley would be the right place for her to continue her education.

Criteria for Admission

General Requirements for First-year Student Applicants

Wellesley College does not require a fixed plan of secondary school course preparation. Entering students normally have completed four years of college preparatory studies in secondary school that includes training in clear and coherent writing and in interpreting literature; history; training in the principles of mathematics (typically four years); competence in at least one foreign language, ancient or modern (usually four years of study); and experience in at least two laboratory sciences.

Students planning to concentrate in mathematics, premedical studies, or natural sciences are urged to elect additional courses in mathematics and science in secondary school. Students planning to concentrate in language or literature are urged to study a modern foreign language and Latin or Greek.

There are often exceptions to the above, and the Board will consider an applicant whose educational background varies from this description. Wellesley's applicant pool has been consistently strong. As a result, not all applicants who are qualified are admitted. For more information about the admission process, please visit our Web site.

The Application

The Wellesley application consists of the Common Application plus the Wellesley supplement. You may apply online at the Common Application Web site at www.commonapp.org or you may download the application from the Board of Admission Web site at www.wellesley.edu/admission/application.html.

The Interview

While Wellesley does not require a personal interview for the first-year application, prospective students are strongly recommended to arrange one. An interview is required of transfer applicants, accelerating candidates and Davis Degree candidates (see related sections). If a candidate cannot come to the College, and would like to request an off-campus interview with an alumna in her area, she should complete the off-campus interview request form www.wellesley.edu/Admission/offcampusinterview.

Campus Visit

Students who are seriously considering Wellesley will have a better understanding of student life here if they can arrange to spend a day on campus. Candidates are welcome to attend classes, have meals in the residence halls, and talk informally with Wellesley students. Prospective students who plan to visit are urged to notify the Board of Admission at least two weeks in advance so that tours, interviews, meals, and class attendance can be arranged.

Standard Tests

Applicants must take either the College Board Scholastic Assessment Tests (SATs) or the ACT Assessment. If an applicant is taking the SATs, she must take the SAT Reasoning Test and two SAT Subject Tests. Wellesley recommends one Subject Test to be quantitative (math or science). If she is taking the ACT, she must take the ACT with Writing Test.

The applicant may register online or obtain the registration form at school. Each applicant is responsible for arranging to take the tests and having the test results sent to Wellesley College. The College Board and ACT send the publications and the registration forms for the tests to all American secondary schools and many centers abroad.

Students should register six weeks before the College Board test dates. Limited walk-in registration may be available at some centers. For the ACT, students should register four to six weeks prior to the test date. No walk-in registration is available.

The latest test date from which scores can be used for September admission is December of the previous year.

The College Board Code Number for Wellesley College is 3957. The ACT Code Number for Wellesley College is 1926.

Admission Plans

Regular Decision

Candidates applying under the regular decision plan must file an application by January 15 of the year for which they are applying. Applicants will be notified of the Board of Admission's decisions in April. Applicants for regular decision may take SATs or the ACT any time through December of the senior year. Results of tests taken after December arrive too late for consideration.

Early Decision

Students with strong high school records who have selected Wellesley as their first-choice college by the fall of senior year should consider the early decision plan. Candidates may initiate applications at other colleges, but they agree to make only one early decision application. Once admitted under early decision, all other applications must be withdrawn.

Applications must be submitted by November 1 and indicate that they are intended for the early decision plan. Although College Board tests taken through the November test date or ACT tests taken through the October test date may be used, it is preferred that students complete the tests by the end of their junior year. Decisions on admission and financial aid will be mailed no later than mid-December.

Early Evaluation
Candidates whose credentials are complete by January 1, and *who select this plan on the Wellesley Supplement form*, will receive an early evaluation notice of their chances for admission. These evaluations will be sent by the end of February. Candidates will receive the final decision from the Board of Admission in April.

Accelerating Candidates
Candidates who have demonstrated academic strength and personal/social maturity may apply to enter college after completing their junior year of high school. These candidates are considered with other applicants in the regular decision plan, but are requested to identify themselves as accelerating candidates in their correspondence with the Board of Admission. An interview is required, preferably at the College. Accelerating candidates are not eligible for early decision or early evaluation. In all other respects they follow the same procedures as the regular decision plan.

Deferred Entrance
Some students who apply successfully to Wellesley may then desire to defer their entrance to the first-year class for one year. If so, they should accept the offer of admission by May 1, and submit their deposit. At that point, the request for deferral should be made to the dean of admission in writing. Students who attend another American college full-time during the year between high school and their entrance to Wellesley are not considered deferred students but must reapply for entrance as transfers. Ordinarily, transfer students may not defer entrance to the following semester or year. This also applies to international students.

International and Transfer Students

Through the years Wellesley has attracted a large international student population. The resulting cosmopolitan atmosphere has benefited the entire campus. The College also seeks highly qualified transfer students who believe that Wellesley's special opportunities will help them achieve specific goals. For international and transfer students there are some additional and different application procedures and deadlines.

International Students
All non-U.S. citizens attending secondary schools or universities outside of the United States and all U.S. citizens who are completing their high school diploma in a school system abroad should complete all sections of the application for admission that pertain to international students.

Admission is considered for September entrance only. The application and all required credentials must be received by January 15 in the year in which the student plans to enter. The application form should be returned with a nonrefundable $50 application fee drawn on a U.S. bank, or a fee waiver request from the secondary school. The application fee is waived for students who apply online.

Financial aid is available for only a limited number of non-U.S. citizens. Therefore, admission is highly competitive for students who apply for financial assistance. Wellesley's established policy is to accept only those international students for whom we can provide the necessary financial support.

The SAT Reasoning and Subject Tests or the ACT with Writing Test are required of all international students in addition to predicted or, if completed, final results of their own national examinations. The TOEFL (Test of English as a Foreign Language) is strongly recommended for all students for whom English is not their first language and who have been studying in English for less than five years. The TOEFL is not needed if English is the candidate's first language. The official ACT or the official SAT Reasoning Test and SAT Subject Tests score reports must be forwarded directly to Wellesley College by the College Board, using Wellesley's Code Number 3957 on the College Board registration form. If the ACT or the SAT Reasoning and Subject Tests are not administered in an applicant's country, she may take only the TOEFL.

Interested students are encouraged to initiate the application process one full year in advance of the planned entrance date. Please contact the Board of Admission or complete the online form: www.wellesley.edu/admission/contactus.html to obtain the international students information brochure and the application form. Students may also apply electronically at www.commonapp.org. Inquiries should include the student's country of citizenship, present school, academic level, and the year of planned college entrance. Our fax number is 781.283.3678.

International Students Applying from U.S. High Schools
Citizens of other countries who are currently in secondary school in the United States before entering college apply through the regular admission program. International citizens applying through the regular admission program who also wish to apply for the limited financial aid funds available are eligible to apply only under the regular decision plan (January 15 deadline).

Admission of Transfer Students
Wellesley College accepts transfer students from accredited four- and two-year colleges. They must offer an excellent academic record at the college level and strong recommendations from their dean and college instructors. Students wishing to transfer into Wellesley should apply by March 1 (and by January 15 for international students seeking financial aid) for entrance in September, and by November 1 for January entrance. Notification is in mid-May and December, respectively. The application forms should be returned with a nonrefundable $50 application fee or a fee waiver request authorized by a financial aid officer or college dean. The application fee is waived for students who apply online.

The College will accept for transfer credit only those courses that are comparable to the ones offered in the liberal arts curriculum at Wellesley. Candidates accepted for transfer will be given a tentative evaluation of their credit status at the time of admission. Transfer credit for studies completed outside of the United States will be granted only when the registrar's office has given specific approval of the courses taken, as well as the institutions granting the credit. To receive a Wellesley degree, a transfer student must complete a minimum of 16 units of work and two academic years at the College, so ordinarily only incoming sophomores and juniors are eligible to apply. A Wellesley unit is equivalent to four semester hours. Some transfer students may need to carry more than the usual four courses per semester in order to complete their degree requirements within four years. Incoming juniors, in particular, should be aware that Wellesley requires evidence of proficiency in one foreign language before the beginning of the senior year. In addition, all transfer students should note Wellesley's course distribution, quantitative reasoning and writing requirements, which must be fulfilled for graduation (see The Curriculum section of this catalog). Incoming junior transfer students may not take part in the Twelve College Exchange Program or Junior Year Abroad. All transfer students may elect to take courses through the cross-registration program with MIT.

For International Transfer Applicants

If you are a non-U.S. citizen attending a college or university **outside** the United States and you wish to transfer to Wellesley, you may only apply for admission as a first-year student and for September entrance only. The application deadline is January 15. After successfully completing one year of study at Wellesley, you may be eligible for transfer credit for courses from your previous institution. *Please note that financial aid funding is available for a very limited number of international students studying outside the United States, and admission is very competitive.*

If you are a non-U.S. citizen attending a college **within** the United States and you are **not seeking financial assistance,** you may apply as a transfer candidate for entrance in September or January. The application deadline for September entrance is March 1, and the deadline for January entrance is November 1. If you are a non-U.S. citizen attending a college within the United States and you **are seeking financial assistance,** you may apply for entrance in September only. The application deadline for September entrance is January 15. *Please note that because financial aid for non U.S. citizens is limited, admission for international students is very competitive.*

Nontraditional Students

Wellesley College offers two programs for students beyond traditional college age: the Elisabeth Kaiser Davis Degree Program and the Postbaccalaureate Study Program. The Davis Degree Program is designed for women who have not yet completed their Bachelor of Arts degree. The Postbaccalaureate Study Program is available for women and men who already have a bachelor's degree and seek non-degree coursework. Students in both programs enroll in the same courses as the traditional-age undergraduates.

For more information about any of the programs described in this section, please visit the admission Web site.

Elisabeth Kaiser Davis Degree Program

Candidates for the Davis Degree Program are women, usually over the age of 24, whose education has been interrupted for at least two years or whose life experience makes enrollment through the Davis Degree Program the logical avenue of admission. These students, known as Davis Scholars, meet all degree requirements of the College, but the flexibility of the Davis Degree Program allows a woman to combine school with work and family responsibilities. Some Davis Scholars live on campus, usually in small residence halls especially reserved for Davis Scholars. Each Davis Scholar in residence must carry a full academic course load of four courses a semester and should consult with her class dean to determine how many semesters she will have to complete her degree. Nonresident Davis Scholars, other than international students, may enroll on a full-time or part-time basis and have no time limit for completing their degrees. International Davis Scholars must be full-time students whether or not they are in residence.

Many applicants to the Davis Degree Program have not experienced a traditional college-preparatory secondary-school program, or their transcripts from the past are not an accurate reflection of current abilities. Such applicants are urged to complete at least four college-level courses for credit to strengthen their academic skills and credentials before applying to the program.

An applicant must demonstrate strong writing skills and the ability to think coherently and analytically. She also needs to show training in the principles of mathematics, including algebra and trigonometry. A student who has never pursued a foreign language should also complete some course work for credit in a foreign language prior to applying.

The College will accept courses for transfer credit only if they are comparable to ones offered in the liberal arts curriculum at Wellesley and if a grade of C or better was earned. Course work presented for transfer credit must be accompanied by an official transcript from an accredited college, descriptions of courses at the time they were taken, and the degree requirements of the institution. All information should be sent with the application for admission. Please visit our Web site at www.wellesley.edu/admission/admission/davis.html for more information about the program.

Postbaccalaureate Study Program

Candidates for the Postbaccalaureate Study Program are men and women who already have a bachelor's degree and wish to do further undergraduate work. Postbaccalaureate students may, for example, take courses to prepare for graduate school or a career change or to enrich their personal lives. The Premedical Study program is a popular choice. The Postbaccalaureate Study Program does not offer a degree, nor is there campus housing or financial aid for students in the program. For more information, please contact the Board of Admission or visit the admission Web site.

Admission

Application forms for the Elisabeth Kaiser Davis Degree Program and Postbaccalaureate Study Program may be obtained from the Board of Admission. Official transcripts, essays, and letters of recommendation must be submitted before a candidate is considered. A personal interview is also required. The Board of Admission looks for evidence such as work, volunteer experience, and especially recent course work that demonstrates a candidate's intellectual ability and initiative.

Applications for the Elisabeth Kaiser Davis Degree Program are considered once a year for fall semester entrance only. The application deadline is February 15 for admission in the fall. The deadline for international applicants for this program is January 15. Candidates for the Davis Degree program may apply online at www.wellesley.edu/admission/application.

The application deadlines for postbaccalaureate applicants are November 15 for January admission and March 1 for September admission.

The Academic Program

The process of learning begins with the mind and motivation of the student herself. The most tempting array of courses and the most carefully planned requirements alone will not guarantee the growth of an educated mind. The academic experience is designed for the student who seeks a broad acquaintance with the many and diverse fields of human inquiry as well as the opportunity to explore her personal intellectual interests in depth. It provides for the acquisition of knowledge and the skills appropriate to the liberal arts but above all it is responsive to the student who genuinely wishes to acquire the habit of learning. It seeks to stimulate the mind, refine the eye, and enlarge the capacity for free, independent, and discriminating choice.

Students may access the Wellesley College course information and class schedules online at www.wellesley.edu.

The Curriculum

The curriculum at Wellesley is structured to provide strong guidance and to allow, at the same time, great personal choice. By the time a Wellesley student has earned the Bachelor of Arts degree, she should be acquainted with the main fields of human inquiry, capable of integrating knowledge from various fields, and prepared for continuous scholarly and personal growth. In her major field, the student is expected to demonstrate maturity of thought, acquaintance with recognized authorities in the field, and general competence in dealing with sources of research or analysis.

Requirements for Degree of Bachelor of Arts

Each student is responsible for meeting all degree requirements and for ensuring that the registrar's office has received all credentials. Each candidate for the degree of Bachelor of Arts is required to complete 32 units of academic work with a C average or better. With some exceptions, described below, each semester course is assigned one unit of credit. Specific courses, designated by their departments and approved by the Committee on Curriculum and Instruction, are assigned 1.25 units of credit. To be eligible for 1.25 units of credit, a course must meet for 300 minutes or more per week and involve, in addition, substantial time spent on course-related work outside scheduled class meetings. Departments may also request permission from the Committee on Curriculum and Instruction to offer courses for 0.5 units of credit. A student may earn no more than 2 units toward the degree as the result of the accumulation of fractional units through 1.25 unit courses taken at Wellesley; the same two-unit limit applies to the accumulation of fractional units through 0.5 unit courses. A unit of credit is equivalent to four semester-hours or six quarter-hours. The normal period of time in which to earn the degree is four years and the average course load is four courses per semester. First-year students are encouraged to carry a maximum of four courses each semester, but upperclass students may take five. A minimum of three courses is required of all students in residence.

Courses are classified as Grade I, II, or III. Introductory courses are numbered 100–199 (Grade I); intermediate courses, 200–299 (Grade II); advanced courses, 300–399 (Grade III). Each student must include in her program at least four units of Grade III work, at least two of which shall be in the major. At least two units of Grade III work must be taken in a student's last two years. Directions for election of the major vary with the department or program. Please see departmental or program listings for specific major requirements.

DISTRIBUTION REQUIREMENTS

In order to provide students with as much flexibility as possible, Wellesley requires no specific courses except Writing 125. However, to ensure that students gain insight and awareness in areas outside their major fields, the College requires that they elect nine units drawn from eight substantive and skill-based categories as part of the 32 units required for graduation. (Courses numbered 250/350, Research or Individual Study, or 360/370, Honors Research, do not satisfy this requirement.) Students who enter as first-year students must take six of these nine units at Wellesley, two units in each of the three groups of distribution areas described below. Transfer students and Davis Scholars who enter with eight units prior to Wellesley must take at least three units at Wellesley, one in each of the three areas, and students entering with 16 prior units may take the distribution requirements at Wellesley or use their prior units.

Courses assigned to two distribution areas may not be used to fulfill two distribution requirements. This limitation does not apply to overlay requirements (the writing requirement, the multicultural requirement, and the quantitative reasoning requirement, described below).

GROUP 1: STUDENTS MUST COMPLETE THREE UNITS DRAWN FROM THE FOLLOWING TWO DISTRIBUTION AREAS. AT LEAST ONE UNIT MUST COME FROM EACH OF THESE TWO AREAS:

Language and Literature
Courses focus on: (1) the history, critical analysis, theory, and/or creation of literature, and (2) increasing mastery of the grammar, usage, and cultural context of languages studied beyond the elementary level. Courses in creative writing also fulfill this requirement.

Normally, only one course fulfilling the language requirement in a given department will be designated as satisfying the distribution requirement in Language and Literature. Courses in language instruction at the Grade One level may not be used to satisfy this distribution requirement.

Visual Arts, Music, Theatre, Film, and Video
Courses in this area focus on: (1) the history, critical analysis, and/or theory of the visual and performing arts, and (2) practice in the creation and performance of these arts.

GROUP 2: STUDENTS MUST COMPLETE THREE UNITS DRAWN FROM THE FOLLOWING FOUR DISTRIBUTION AREAS. ONE UNIT MUST COME FROM THE SOCIAL AND BEHAVIORAL ANALYSIS CATEGORY; THE TWO ADDITIONAL UNITS MUST COME FROM TWO OF THE THREE OTHER CATEGORIES:

Social and Behavioral Analysis
Courses fulfilling this requirement introduce students to different theoretical and methodological approaches to the study of human societies and behaviors. These courses examine how individuals interact with and are influenced by social groups and institutions, including those associated

with politics, economics, religion, family, health, education, and the arts; how and why particular forms of social organization emerge within groups or societies; and the nature of social change and conflict.

Epistemology and Cognition

Courses in this area examine the nature, sources, and limits of human knowledge. Some of these courses consider the standards for justifying knowledge about human beings and the world in which they live, as well as philosophical debates, both contemporary and historical, about the nature of such standards. Other courses explore aspects of intelligence—among them language, memory, perception, and learning and the cognitive, computational, and neural processes that underlie them.

Religion, Ethics, and Moral Philosophy

Courses meeting this requirement engage students in disciplined reflection on human conduct, the nature of values, the traditions of thought that have informed these values, and the religious traditions of the world. These courses will help students understand moral and political theory, ethical issues, and the role of religion in human life and society.

Historical Studies

Courses in this area develop students' understanding of history in the following ways: (1) by illuminating the distinctiveness of one or another part of the past, with the goal of bringing students to an appreciation of political, social, economic, or cultural configurations different from their own, and (2) by exploring the processes of historical change, through which one configuration of institutions, ideas, and behaviors is replaced by another.

GROUP 3: STUDENTS MUST COMPLETE THREE UNITS FROM THE FOLLOWING TWO DISTRIBUTION AREAS. AT LEAST ONE UNIT MUST COME FROM EACH OF THESE TWO AREAS, AND AT LEAST ONE UNIT MUST BE A LABORATORY COURSE:

Natural and Physical Science

This requirement is designed to give students a basic knowledge of the capabilities and limitations of the scientific method of inquiry. Courses in this area focus on understanding scientific concepts and emphasize the methods used to gather, interpret, and evaluate scientific data.

Mathematical Modeling and Problem Solving in the Natural Sciences, Mathematics, and Computer Science

Courses in this group help students develop skills needed: (1) to formulate, understand, and analyze mathematical models of natural phenomena, and/or (2) to formulate and solve complex problems requiring a logical progression through multiple mathematical or computational steps.

FOREIGN LANGUAGE REQUIREMENT

Students must exhibit a degree of proficiency in the use of one foreign language, either ancient or modern. Many students fulfill this requirement by passing one of the language tests offered by the College Board. Wellesley requires a score of 690 or better on the SAT II: Subject Test, or a score of at least 4 on the Advanced Placement Examination (AP) to fulfill the foreign language requirement for the class of 2009. Beginning with the class of 2010, a score of 690 on the SAT II subject test or a score of 5 on the AP exam is required. This requirement can also be met by completing two units of language study at the second-year college level or one unit of language study above the second-year college level.

Second-Year College Level Courses (numbered in the 200–299 range) are offered in the following languages:

Arabic	See Middle Eastern Studies.
Chinese	See East Asian Languages and Literatures.
French	
German	
Greek	See Classical Studies. (Greek 201 may be followed by either Greek 202 or Religion 298)
Hebrew	See Jewish Studies.
Italian	
Japanese	See East Asian Languages and Literatures.
Korean	See East Asian Languages and Literatures.
Latin	See Classical Studies.
Russian	
Spanish	

Students may earn credit for introductory courses in no more than two modern foreign languages. Fulfillment of the foreign language requirement through work done at another institution must be approved by the appropriate department. A student whose native language is not English and who has studied that language and its literature through high school will be exempted from this requirement, subject to approval of the class dean and the Academic Review Board.

WRITING REQUIREMENT

Each entering student is required to complete one semester of expository writing in her first year. Courses (numbered 125) are offered in the Writing Program. Transfer students and Davis Scholars who have not fulfilled a similar requirement must also complete one semester of expository writing, either a Writing 125 course or Writing 225. Students are expected to use acceptable standards of spoken and written English in their college work.

MULTICULTURAL REQUIREMENT

All students must complete one unit of course work that focuses on (1) African, Asian, Middle Eastern, Caribbean, Latin American, Native American, or Pacific Island peoples, cultures, or societies; and/or (2) a minority American culture, such as those defined by race, religion, ethnicity, sexual orientation, or physical ability; and/or (3) the processes of racism, social or ethnic bias, or cross-cultural interaction. Each student, in consultation with her first-year advisor, her major or minor advisor, or her class dean, will choose a course to meet this requirement.

The multicultural requirement may be satisfied with a course that also satisfies a distribution requirement. Writing 125 may not be used to satisfy the multicultural requirement.

QUANTITATIVE REASONING REQUIREMENT

The ability to think clearly and critically about quantitative issues is imperative in contemporary society. Today, quantitative reasoning is required in virtually all academic fields, is used in almost every profession, and is necessary for decision-making in everyday life. The quantitative reasoning requirement is designed to ensure that all Wellesley College students are proficient in the use of mathematical, logical, and statistical problem-solving tools needed in today's increasingly quantitative world.

The quantitative reasoning requirement consists of two parts: (1) the basic skills component and (2) the overlay course component. The basic skills component is satisfied either by passing the Quantitative Reasoning Assessment given to all entering students or by passing QR 140, the basic skills course that builds mathematical skills in the context of real-world applications. Students are required to satisfy the basic skills component in their first year so that they may enroll in the many courses for which basic quantitative skills (including algebra, geometry, basic probability and statistics, graph theory, estimation, and combinatorics) are a prerequisite.

The overlay component is satisfied by passing a QR overlay course. Such courses emphasize statistical analysis and interpretation of data in a specific discipline. The Committee on Curriculum and Instruction has designated specific courses in fields from across the curriculum as ones that satisfy the QR overlay requirement. A QR overlay class may satisfy another distribution requirement as well. For more information about the Quantitative Reasoning Program, see Courses of Instruction.

THE MAJOR

Students may choose from over 50 departmental, interdepartmental, and structured individual majors or they may design an individual major. Of the 32 units required for graduation, at least eight are to be elected in the major. Many departments and programs require more than eight units, and Directions for Election of the major vary. (See departmental listings for specific requirements.) While a student must complete one major, she may choose to complete two majors or a major and a minor. No single course may be counted toward two majors or toward both a major and a minor.

The Individual Majors Program allows a student to design a course of study, which is not represented in one of the more than 50 departmental and interdepartmental majors currently offered. A student interested in designing an individual major should submit a plan of study to two faculty members from different departments. The proposed individual major must represent and be described as a meaningful program of interdepartmental course work built around a specific departmental concentration. The major should lead to the cumulative development of knowledge and expertise in a student's field of interest, and should include both theoretical and methodological work at an advanced level. Normally, the plan should include eight units above the introductory level, four of which should be in one department. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction.

By the second semester of the sophomore year each student elects a major field and submits to the Registrar a declaration form listing the courses to be included in the major and signed by the major advisor. Later revisions may be made with the approval of the chair of the major department, the director of the interdepartmental major, or in the case of the individual major, with the consent of the student's advisors and the Committee on Curriculum and Instruction.

OTHER REQUIREMENTS

In order to ensure a broad exposure to the liberal arts curriculum and to avoid premature specialization, of the 32 units required for graduation, students must elect 18 units outside any one department. Of the last four semesters completed for the degree, a normal course load must be taken at Wellesley in two consecutive semesters.

In addition, all students must complete the physical education requirement described in the Courses of Instruction (see Department of Physical Education, Recreation, and Athletics) for which no academic credit is given.

First-year Courses

Courses designed specifically for entering students are listed in the section of the catalog titled, "First-year Courses." These classes have limited enrollment and include an introduction to skills and resources of the College, in addition to specific content.

Additional Academic Opportunities

Research or Individual Study

Each academic department provides the opportunity for qualified students to undertake a program of individual study directed by a member of the faculty. Under this program, an eligible student may undertake a research project or a program of reading in a particular field. The results of this work normally are presented in a final report or in a series of short essays. Further conditions for such work are described (in departmental listings) under the courses 250, 250H, 350, and 350H ("H" designates 0.5 unit course). Students may do no more than two units of 350 work in any one department. Individual study courses may not be used to satisfy distribution requirements. For further opportunities for research and individual study see the Honors section under Academic Distinctions.

The Minor

Some departments and programs at Wellesley offer a minor. Normally, a minor consists of at least five units, with one of them at the Grade III (300) level. Directions for election of the minor are included in the departmental and program listings. Interested students should consult the chair of the department. A minor form must be filed in the Office of the Registrar. No student is required to complete a minor.

Preparation for Law School

The prelaw student should develop three basic competencies: skill in analysis and reasoning, effective writing and speaking, and breadth of understanding of the diverse factors that make up the community in which the legal system functions (see Legal Studies courses). These competencies can be developed in any field in which the student chooses to major, whether in the social sciences, the humanities, or the natural sciences. Law schools do not specify particular major fields or particular courses of study for admission. Law schools require applicants to submit transcripts from all institutions at which they have completed courses, including summer school and study abroad programs.

Preparation for Medical School and Other Health Professions

Medical, dental, and veterinary medical schools require special undergraduate preparation. Students should consult as early as possible with the Health Professions Advisory Committee to plan their academic preparation to meet their individual needs and interests. Appointments can be made with the health professions secretary in the Science Center.

In general, most health profession schools require two units of English and two units of each of the following science courses (with lab): Introductory Biology, Introductory Chemistry, Organic Chemistry, and Physics. Many schools also require mathematics, in some cases two units of calculus, and additional science courses. Veterinary schools frequently require courses such as speech, technical writing, animal nutrition, genetics, and biochemistry. Requirements vary and catalogues of individual schools should be consulted.

All science requirements should be completed before taking the Medical College Admission Test (MCAT) or the Dental Admission Test (DAT), which are taken approximately 16 months before entering medical or dental school. In order to receive the full support of the Health Professions Advisory Committee, undergraduate students should plan to complete at least six of the science and math course requirements at Wellesley and/or its exchange colleges.

Preparation for Engineering

Wellesley students interested in engineering can take advantage of the exchanges with MIT and Olin College. They are encouraged to enroll in EXT160: Introduction to Engineering Science at Wellesley before taking specific engineering courses at MIT or Olin. Those who would like to go on to graduate study in engineering can combine a set of engineering courses with a science major at Wellesley in a four-year program. They should consult with the relevant Wellesley advisor to develop a curricular plan. Students interested in an undergraduate engineering degree can apply to the Wellesley/MIT Double Degree Program (see Special Academic Programs). Alternatively, students can earn a certificate in engineering studies from Olin College.

Students interested in engineering should take mathematics and physics at Wellesley in preparation for courses at MIT and Olin. The Wellesley faculty advisors can provide information concerning engineering fields, prerequisites and contact persons at MIT and Olin.

Special Academic Programs

Many special academic programs enrich the traditional four-year curriculum offered at Wellesley. The College administers some programs while other programs are run by other institutions in which Wellesley students may participate. Students may participate in some while in residence at the College; others involve living at other colleges or abroad for a semester or a year.

Wintersession

Wintersession is a time in January when students may choose to remain on campus to pursue internships or independent study, noncredit courses, or courses offered for academic credit. Wellesley offers a number of Wintersession courses for credit, including introductory and intermediate language courses, interdisciplinary courses not offered during the fall and spring terms, and immersion experiences involving travel abroad. Several credit-bearing courses are also available at MIT during Wintersession. Students taking Wintersession courses are subject to academic regulations as if they were taking the course during a regular semester.

Wellesley College Summer School

This program is open to undergraduates, postgraduates, and high school juniors and seniors in good academic standing. It offers a range of courses drawn from the Wellesley College curriculum and taught by Wellesley faculty. College students and college graduates may opt to live in the Summer School residence hall or off campus. Housing is not available for high school students or 2008 high school graduates. Tuition and other fees for summer school are not included in the regular-year tuition. Wellesley students may apply for limited financial aid from the Summer School Office; no financial aid is available to non-Wellesley students.

Wellesley Summer School courses carry full academic course credit; they count as regular units for Wellesley students and are included on the student's transcript and in the calculation of her grade point average; they do not count toward the limit of four Summer School units that Wellesley students can apply to their degrees. For more information, please contact the Summer School Office, our Website at www.wellesley.edu/SummerSchool, or consult your class dean.

Cross-Registration Program with the Massachusetts Institute of Technology

Wellesley operates a program of cross-registration with Massachusetts Institute of Technology. A Wellesley student interested in taking specific classes at MIT should consult with the faculty advisor for the relevant MIT department. Registration in MIT courses takes place each semester in both the Wellesley registrar's office and in the Exchange Office at MIT. Students electing to take courses at MIT must register at both institutions during an extended add/drop period of one week each semester. A student will not receive credit for an MIT course unless she has registered properly for it at both MIT and Wellesley. First-year students in their first semester may not take courses at MIT. The amount of Wellesley credit is determined by the total number of hours listed for a course in the MIT catalog as follows:

Total MIT Hours	Wellesley Units
<6	no Wellesley credit
6 to 8.99	.50 units
9 to 14.99	1.00 unit
15 to 17.99	1.25 units
18 to 24	2.00 units

Wellesley Double Degree Program

Wellesley offers a double degree program that enables Wellesley students who are accepted to MIT as transfer students to earn a B.A. degree from Wellesley and an S.B. degree from MIT over the course of five years. Students fulfill degree and major requirements at both institutions. Interested Wellesley students apply for transfer admission to MIT during the spring semester of their sophomore year. Students may only consider the MIT departments listed on the double degree Web site www.wellesley.edu/USStudy/mitdoubledegree.html. Students should also be aware that access to a given department could at times be limited for transfer students. Wellesley applicants are subject to the same admissions criteria and financial aid policies used by MIT for all other college transfer applicants.

Accepted students do not enroll at MIT until they have completed their junior year at Wellesley. During this "bridge year" students are assigned major advisors at both institutions so that they can plan a program that will advance their work toward both degrees. During the fourth and fifth years students enroll at MIT. Our existing Wellesley/MIT Exchange permits cross-registration throughout the five-year period; this enables students to integrate their two courses of study more completely.

Wellesley/Brandeis BA/MAief Five-year Program

Brandeis University's Master of Arts in International Economics and Finance (MAief) is a two-year graduate program in its International Business School. This program prepares students for careers in international finance, business, policymaking and other fields that require strong analytical skills in international economics and finance. Qualified Wellesley undergraduate economics majors who wish to earn the MAief may apply in their junior year to pursue a special track, the BA/MAief, beginning in the senior undergraduate year. The BA/MAief program allows a student to complete a Wellesley BA and then the MAief with only one year of post-BA study. Additional information on the BA/MAief program can be obtained from the Department of Economics.

Cross-registration Programs with Babson College, Brandeis University, and Olin College of Engineering

Wellesley has established cooperative programs with Babson College, Brandeis University, and Olin College of Engineering. Students may also enroll in the Certificate in Engineering Studies program offered at Olin. All courses must be approved individually for transfer credit and for the major by the relevant Wellesley department. Students interested in taking specific courses at Olin should consult with the Wellesley faculty advisor for the relevant Olin department.

The Twelve College Exchange Program

Wellesley belongs to a consortium that includes Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wesleyan, and Wheaton. Two one-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, and the Williams Mystic Seaport Program in American Maritime Studies. Students in good standing may apply for a semester or full academic year in residence at any of the member institutions. Preference is given to students planning to participate in their junior year. Applications and additional information are available from the Office of International Study.

The Wellesley-Spelman Exchange Program

Wellesley maintains a student exchange program with Spelman College in Atlanta, Georgia, a historically black college for women. The program is open to students in their junior or senior year.

The Wellesley-Mills Exchange Program

Wellesley maintains an exchange program with Mills College, a women's college in Oakland, California, which has a cross-registration program with the University of California at Berkeley.

Semester in Environmental Science at Woods Hole

Qualified Wellesley students may apply for the Semester in Environmental Science Program held each fall at the Marine Biological Laboratory in Woods Hole, Massachusetts. This 14-week program emphasizes the measurement and understanding of biogeochemical cycles and processes in terrestrial, freshwater, and marine ecosystems. Intended primarily for juniors, participation is limited to approximately two students per year. Interested students should contact the Department of Biological Sciences for additional information.

International Study

Approximately half of students elect to spend a semester or year abroad, normally during the junior year, in order to gain language proficiency, develop a new perspective on their majors, or to take courses that are not available on campus. Wellesley sponsors study abroad programs and exchanges in Austria, England, France, Italy, Japan, Korea, Mexico and Spain. In addition, students may choose from a list of more than 100 approved externally administered programs worldwide. For more information on the available study abroad programs, please visit the Office of International Study.

Students who enroll in any approved study abroad program pay regular Wellesley tuition and remain eligible for Wellesley financial aid.

Students considering study abroad should consult their class dean and the director of international studies in the fall of their sophomore year in order to determine eligibility and application requirements. Upon successful completion of an approved program of study abroad, students may earn up to four Wellesley units per semester. The Office of International Study must approve all courses in advance, and official transcripts must be sent from the program provider to the registrar's office.

More information on the available study abroad programs and application procedures can be found at www.wellesley.edu/ois/.

Summer International Study

In lieu of or in addition to a semester or year abroad, many students participate in international summer programs, either for academic credit or personal enrichment. The Office of International Study can assist students in locating and applying to appropriate summer programs. Students wishing to earn credit for a summer program must have courses approved in advance both by the relevant academic department chair and by the director of international studies.

Academic Support

Academic Advising

At Wellesley, academic advising is provided by the class deans and the faculty. The class deans are central sources of information about degree requirements, academic legislation, and resources available at the College to help students achieve their academic goals. They advise students about course selections and sequences, and are available throughout a student's years at Wellesley for consultation about matters of more general intellectual and personal concern.

Starting with Orientation, the faculty serve as mentors about the liberal arts experience, helping first-year students discuss their academic interests, goals, and experiences during their first year at Wellesley and introducing them to areas of the curriculum about which they may lack knowledge. In addition, each first-year student is assigned a faculty advisor to ensure that she has an opportunity to explore her individual interests and concerns about the degree.

Faculty and the class deans share the advising of juniors and seniors. This arrangement provides for systematic and equitable supervision of each student's progress toward the B.A. degree. In addition, it has the double benefit of specialized advice from faculty in the major field and detailed examination of the student's overall program.

The Pforzheimer Learning & Teaching Center

The Pforzheimer Learning & Teaching Center, located in the Margaret Clapp Library, plays a significant role in supporting the intellectual life of both students and faculty on the Wellesley campus. The mission of the Center is to provide students with a variety of programs and services designed to help them realize their academic potential and to give faculty members the opportunity to explore issues in higher education, teaching methodologies and the academic culture of Wellesley College.

Tutoring is the heart of the Center's academic support services. The PLTC offers a variety of tutorial programs focused on individualized peer tutoring, supplemental instruction and study skills instruction. Peer tutors and PLTC staff help students build on their academic strengths, overcome difficulties, and develop effective strategies for academic success. Faculty members participate in programs that enable them to share insights, refine teaching skills, and implement pedagogical innovations.

Student Achievement

The Ruhlman Conference

www.wellesley.edu/DeanCollege/Ruhlman

Founded in 1997 as a forum for students to present their work in public, the Ruhlman Conference provides an opportunity for students, faculty, staff, friends, family, and alumnae to gather and celebrate student achievement.

Students submit presentation proposals for consideration at the end of the fall semester. Sensitive to the diversity of student interest and accomplishment, the conference allows a variety of presentation formats: talks, colloquia, panels, poster sessions, exhibitions, musical and theatrical performances, and readings of original work. By providing an opportunity for public presentation of what is often a private, isolated activity, the Ruhlman Conference underscores the idea that research can be part of an ongoing conversation in a community of scholars.

Held each spring, the conference has been made possible by the Barbara Peterson Ruhlman Fund for Interdisciplinary Study.

The Tanner Conference

www.wellesley.edu/CWS/Tanner/index.html

Established through the generosity of alumna Estelle "Nicki" Newman Tanner, the Tanner Conference celebrates the relationship between the liberal arts classroom and student participation in an increasingly diverse and interdependent world. The Tanner Conference provides a venue for students and alumnae to analyze and share their off-campus experiences with others in the College community.

Encompassing the diversity of off-campus experiences of students, the conference explores the learning that occurs through internships, service learning experiences, student teaching, study abroad, international Wintersession programs, experiential learning in courses, and independent study and research conducted away from Wellesley. Held each fall, the conference also presents an opportunity for alumnae to return to campus to discuss how their participation in these experiences as Wellesley students has enriched their lives.

Academic Distinctions

The College confers a number of academic distinctions to give recognition for superior or advanced work, either upon graduation or during the student's career.

Honors in the Major Field

Students who have shown marked excellence in their major field may earn honors in the major. The usual route to honors, offered by all departments and programs, involves writing an honors thesis and successfully passing an oral examination by a thesis committee. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level. Some departments and programs require a higher average. Departments may petition on behalf of exceptional students whose averages fall between 3.0 and 3.5. Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students continue with Senior Thesis (370) in the second semester. Specific requirements vary with departments and program; see the relevant sections of the catalog for details. Some departments and programs offer other routes to honors in the major; these are described in their Directions for Election.

Other Academic Distinctions

Students with an average of 3.60 or higher will be Wellesley College Scholars cum laude; those with an average of 3.75 or higher will be Durant Scholars magna cum laude; students with a 3.90 or higher average will be Durant Scholars summa cum laude.

For purposes of establishing honors, grade point averages are truncated to two decimal places. Students whose records contain more than three incompletes within the last 24 units or who have taken more than a stipulated number of credit/noncredit courses (see Grading System) shall not be eligible for these honors.

Juniors and seniors are elected to membership in the Eta of Massachusetts chapter of Phi Beta Kappa on the basis of their total academic achievement in college. Seniors who have done research in the sciences may be elected to associate membership in the Wellesley chapter of Sigma Xi.

Two types of fellowships are available to seniors carrying out independent or honors work: Jerome A. Schiff Fellowships are merit awards intended to support the scholarly work of students enrolled in the senior honors program and are made possible through a generous gift from the Jerome A. Schiff Charitable Trust. The Pamela Daniels '59 Fellowship is a merit award, meant to provide an opportunity for a senior to envision and carry out a piece of work that she would love to do before she graduates. It was endowed by friends and former students of Pamela Daniels '59, Class dean from 1981 to 2000.

On recommendation of the faculty, the trustees award the title of Trustee Scholar to four seniors who intend to pursue graduate studies. The awards are made on a competitive basis; the title is honorary. Certain prizes have been established at the College for the recognition of excellence in a particular field. Recipients are selected by the appropriate academic department; each award carries a small stipend or gift and usually bears the name of the donor or the person honored.

Costs

www.wellesley.edu/SFS

Wellesley offers a variety of payment plans and financing options to assist all students and their families in meeting the costs of a Wellesley education. In addition, through financial aid, the College is able to offer its education to all students regardless of their financial circumstances (please refer to the Financial Aid section on page 24 of this catalog).

Information and communications about payments are directed to the student, rather than a parent or guardian. If a parent or other individual handles the educational finances, it is the student's responsibility to make the information contained in this catalog available to the person who is responsible.

Comprehensive Fees

Fees and Expenses

The Comprehensive Fee for 2008–09 resident students is $47,976. All fees are subject to change without prior notice. The breakdown is as follows:

Traditional Students & Resident Davis Scholars	Resident Students	Off-Campus Students
Tuition	$36,404	$36,404
Room	5,752	N/A
Board	5,584	N/A
Student Activity Fee	236	236
Comprehensive Fee	$47,976	$36,640

Nonresident Davis, Postbaccalaureate, Special Student	
Tuition—Per Credit/Course	$4,551
Student Activity Fee—Per Credit/Course	30
Tuition—Per Half Credit/Course	2,276

All resident students must have a meal plan. Students who live in cooperative housing and choose a Co-op Meal Plan pay the College a kitchen usage fee of $894 instead of the board charge.

Students may be exempt from purchasing the food portion of the board charge only upon approval by the dean of students. Approved exemptions are required to pay the indirect costs of food service. The dean of students determines this cost.

Wintersession (January)	
Tuition (Nonresident Davis Scholars only)	$4,551
Course Fee*	Variable

*Course fee varies depending on study away program.

Tuition for Wintersession is included in the regular yearly tuition for all students except for part time students and nonresident Davis Scholars who pay by the course.

Summer School 2008 (per four-week session)	
Tuition—Standard Course	$2,000
Tuition—Lab Course	2,500
Audit Fee	800
Program Fee (per four-week session)	75
Nonrefundable Registration Fee (per four-week session)	50
Room (per week)	130

STUDENT ACTIVITY FEE

The Student College Government administers the student activity fee. The fee provides resources from which student organizations can plan and implement extracurricular activities.

STUDENT ACCIDENT AND INSURANCE PROGRAM

Students enrolled at least ¾ time are required by Massachusetts State Law to be enrolled in an insurance program. All students enrolled in courses at Wellesley College may see a physician, nurse practitioner, or nurse at the Health Service office without charge; however, charges are incurred for certain procedures, treatments and laboratory tests. The Student Accident and Sickness Insurance Program covers most of these charges. Insurance coverage is effective from August 15, 2008 through August 14, 2009. Please refer to the online insurance brochure for additional information at the Student Financial Services Web Site www.wellesley.edu/SFS.

The premium for 2008–2009 is $1,385. The fee for insurance appears on the first bill of the fall semester. There is no separate plan for the fall semester.

All students are assessed insurance; however, if a student is covered by other comparable insurance and does not wish to participate in the College plan, she may waive the coverage. A waiver form must be completed online. All fields of the form must be completed and submitted by the end of the first week of classes to waive the College plan.

Financial responsibility for all medical and dental expenses rests with the student and her family. Wellesley College does not assume financial responsibility for injuries incurred in instructional, intercollegiate, intramural, or recreational programs. The College carries an NCAA policy to provide limited supplement coverage for students injured while participating in intercollegiate athletics under the auspices of the Department of Physical Education, Recreation, and Athletics.

Please visit the Student Financial Services Web site for billing and waiver information.

GENERAL DEPOSIT

A nonrefundable general deposit of $300 paid by each entering student will be credited to the student's account.

TUITION REFUND PLAN (OPTIONAL)

The Tuition Refund Plan, sponsored by A.W.G. Dewar, Inc., is designed to protect the family from the loss of funds paid for tuition, fees, room and board should the student find it necessary to withdraw due to medical reasons. The Plan complements the Wellesley College refund policy and covers not only payments made by the student or parent, but also any loans and grants received.

The cost of the Plan is based on the amount of tuition and fees or tuition, fees, room and board.

Resident Student Option	$336
Off-campus Option	$256

You must enroll in the plan before the first day of classes for the semester. For more information visit A.W.G. Dewar's Web site at www.tuitionrefundplan.com.

Billing and Payment

Fall semester billing statements will be mailed in early July. Wellesley College must receive payment by August 1.

Spring semester billing statements are mailed in early December. Wellesley College must receive payment by January 2. Charges incurred after the payment deadline, including those as a result of add/drop, music charges, parking and library fines, etc., are due immediately and subject to late payment fees.

Bills are mailed in the student's name to the student's home address when classes are not in session or to her on-campus address during the school year. Students should retain the statements for their records.

Billing statements are mailed only in July and August for the fall term, and December and January for the spring term. In any month in which there is an outstanding balance on the student account, an email is sent to the student's Wellesley College email address informing them of the balance due and providing a link to view their account detail online. Current students may visit the Student Financial Service Web site to view their account detail online, 24-hours-a-day.

As a part of the registration process, all students will be required to acknowledge the cost of tuition and relevant fees prior to online registration for each term.

Payment Procedures

Full payment and/or acceptable documentation demonstrating that the balance will be fully paid must be received prior to the published deadline. Acceptable documentation includes enrollment in the Tuition Management Systems (TMS) monthly payment plan, a copy of an award letter for an outside scholarship, or a copy of a billing authorization or sponsorship letter. Loans based on the credit worthiness of the borrower may not be deducted without approval from the lender. A copy of an approval notice with disbursement dates and amounts, and/or a signed promissory note will be accepted as documentation for this type of loan.

The student's name and Wellesley College ID or social security number must be included on all payments and correspondence.

The student is responsible for monitoring her account balance and for keeping track of payment due dates, even if someone else is handling the finances. It is the student's responsibility to ensure that loans, grants, and other payments are sent to the College by the payment due dates. As the student will be the only recipient of statements and email notifications, she needs to communicate her account status to anyone paying her charges.

Inquiries regarding late payment fees may be resolved after the account has been settled if a written petition has been received. The petition should include the student's name and ID number, the term the late fee was charged, and the circumstances to be reviewed.

There are potential consequences if payment responsibilities are not met. Monthly late fees may be assessed on any balance remaining unpaid after the payment deadline. Wellesley College also reserves the right to withhold services if the student has not fulfilled her financial obligation. The student may be prevented from participating in the housing process, registering, accepting a place in an associated leave program (i.e., Junior Year Abroad program), receiving transcripts, or receiving her diploma. In addition, the College reserves the right to place a student on leave and withdraw her if a balance continues to remain unpaid.

If any overdue obligation is referred to either the College Collection Department or to an outside agency or attorney for collection efforts and/or legal suit, the debt is increased to cover all reasonable costs of collection, including collection agency fees and court costs. By registering for any class in the College, each student accepts and agrees to be bound by the foregoing College policy as applied to any preexisting or future obligation to the College.

Outside Scholarships or Grants

If a student receives a scholarship or other outside award not previously considered in the determination of her financial aid award, federal regulations require her to notify Student Financial Services. These awards will not be reflected on a student's account or billing statement until the College has received the funds. Please note, unless specifically stated in the sponsorship letter, all outside scholarships will be evenly applied to the fall and spring semesters.

Cash, Check, or Money Order

By Mail (*Do not mail cash*):
Cashier's Office
Wellesley College
106 Central Street
Wellesley, MA 02481-8203

In Person:
Cashier's Office
139 Green Hall
Monday–Friday

For security reasons, we urge students not to carry large sums of cash.

Wellesley College does not accept credit card payments; however, you may charge your semester bill via American Express, MasterCard, or Discover by visiting the Tuition Management Systems Web site at www.afford.com or by phone at 800.722.4867. You may also use this site to make an online payment using your checking or statement savings account. *Please note, for both transactions, a teleprocessing fee is assessed.*

Wire Transfer

Wire transfer of funds electronically from a U.S. or international bank to Wellesley College's bank involve bank fees which are deducted from the funds wired to Wellesley College. The net amount applied to the student account will be the amount of the wire transfer less the bank fees. Please remember to reference the student's name and Wellesley College identification number. For security purposes, students must email the "Student Wire Account Info" conference using their Wellesley-provided email account to receive the information necessary to conduct a wire transfer.

Monthly Payment Plan

If you plan to use your savings and/or current income to cover all or part of your educational expenses, the Interest-Free Monthly Payment option offered through Tuition Management Systems (TMS) helps by providing more manageable cash flow and greater budgeting flexibility. Instead of lump-sum payments, the TMS plan allows you to pay all or part of your educational expenses in manageable monthly installments. You may use the TMS plan to pay your balance after financial aid or in combination with other loans. By enrolling in the TMS Monthly Payment Plan, your student account will receive a credit each semester representing ½ of the full amount of your contract. We will credit your student account in advance of your making all of your payments to TMS. Although Student Financial Services can provide assistance, you are responsible for determining the contract amount. TMS is not responsible for this decision and will make changes only upon your request.

The toll free number is 800.722.4867 (if calling from outside of the United States, please use 401.849.1550) or you may visit their Web site at www.afford.com.

Tuition Stabilization Plan

This program provides a written contract guaranteeing that the cost of tuition will remain the same for each of four consecutive years at Wellesley College, provided the student pays by June 30 of the entering year an amount equal to four times the first year's tuition cost. Provisions are made for leaves of absence (up to two semesters), refunds, and withdrawals. This program only stabilizes the cost of tuition at Wellesley College; all other charges such as room and board will be billed at the rate for the applicable year, as will tuition for any exchange program or other college at which the student enrolls.

Please contact Student Financial Services for enrollment information.

Refund Policy

To be eligible for a refund the student must notify her class dean in writing that she is leaving Wellesley. The effective date of leave or withdrawal is the date the written notice is received by the dean, or the date the College determines that the student has gone on leave or withdrawn.

Refunds are made for withdrawal or leave of absence prior to the ninth week of the semester. The comprehensive fee is prorated on a calendar week basis. No refund is made after the eighth week.

Refunds are prorated among the sources of original payment. Scholarships, grants, and educational loans are refunded to the grantor or lender.

Wellesley College maintains credit balances for returning students and applies the credit to future charges. A student may request a refund of a credit balance by submitting a written request to Student Financial Services.

A student who leaves Wellesley during her first semester at the College has her charges prorated based on the number of weeks in attendance until the tenth week. Students who complete ten weeks but do not complete the first full semester are not eligible for a refund.

An off-campus Davis Scholar or Postbaccalaureate student who withdraws from a course prior to the end of the add period receives a full refund. Charges are prorated on a calendar basis thereafter until the eighth week.

All other students have charges refunded as follows:

If student leaves	Refund %
Prior to the first day of class	100
Before the end of the 1st week of classes	93
Before the end of the 2nd week of classes	87
Before the end of the 3rd week of classes	80
Before the end of the 4th week of classes	73
Before the end of the 5th week of classes	67
Before the end of the 6th week of classes	60
Before the end of the 7th week of classes	53
Before the end of the 8th week of classes	47

Please contact the appropriate department for the withdrawal/refund schedules for off-campus, summer, or Wintersession programs.

High School Student Fees and Refunds

High school students taking courses at Wellesley pay the per course semester fees; for refunds, charges are prorated on a calendar week basis until the eighth week. High school students also pay the General Deposit, but are not eligible for Student Insurance.

Financing Options

To finance a Wellesley education, several options are available whether or not a student has been awarded financial aid, other scholarships, or loans. Detailed information can be obtained from the Office of Student Financial Services or by visiting www.wellesley.edu/SFS/EducationalFinancing.html.

Federal Parent Loan for Undergraduate Students (PLUS)

Under this federally guaranteed loan program, parents may borrow the cost of education, less financial aid and other education grants or loans, from participating banks and other lenders. The applicant and student must be U.S. citizens or U.S. permanent residents.

Monthly repayment begins a minimum of 30 days after the 2nd disbursement; however, repayment of the loan principal and, under certain circumstances, interest, may be deferred while the borrower is a full-time student or experiencing economic hardship.

MEFA

This joint loan program of the Massachusetts Educational Financing Authority and Wellesley College provides fixed or variable low interest rate loans and convenient repayment terms. The full cost of education or tuition stabilization may be borrowed and a home equity option is available in most states.

Federal Unsubsidized Stafford Loan

Under this federally guaranteed loan program, a student with attendance costs not met by financial aid who is not eligible (based on federal rules for determining financial need) to borrow up to federal maximums under the Federal Subsidized Stafford Loan Program, may borrow the difference between her subsidized Stafford Loan (if any) and the Unsubsidized Stafford program limits.

An independent student or a dependent student whose parent does not qualify for a Federal PLUS Loan may also borrow up to additional federal maximums if she has costs of attendance not met by financial aid and she has already borrowed her basic Federal Stafford Loan maximum.

Interest starts to accrue immediately, but repayment may be deferred while the student is enrolled at least half-time or is experiencing economic hardship.

First-time Federal Stafford borrowers must complete an online entrance interview and e-sign a Master Promissory note before funds may be disbursed to her student account.

Alternative Educational Loans

Please visit www.wellesley.edu/SFS/EducationalFinancing.html to view borrower benefits, preferred lenders and loan application links or contact the Student Financial Services for assistance.

Financial Aid

The Wellesley College financial aid program opens educational opportunities to able students of diverse backgrounds, regardless of their financial resources. Admission is need-blind for U.S. citizens and permanent residents. Financial aid is also available for many international students. Over 50 percent of all Wellesley students receive financial aid, based on need, from the College. Wellesley meets 100% of a student's need as defined through the College's financial aid policies.

Amounts of aid vary in size according to the resources of the individual and her family and may equal or exceed the comprehensive College fee. Although aid is granted for one year at a time, the College expects to offer aid as needed throughout the student's four years, as long as the student continues to have need as defined by Wellesley's policies. Applicants to the College and continuing students must file the aid application on time to receive full consideration for grant aid.

Determining the amount of aid begins with the examination of family financial resources. Using both federal and institutional methodologies, the financial aid staff establishes the amount the parents can reasonably be expected to contribute. The staff also looks at the amount that the student can contribute from her earnings, assets, and benefits. Each year, the Financial Aid Committee determines a standard amount expected from the student's summer and vacation earnings. For 2008–2009 the summer/vacation amounts are: $1,250 for first year students, $1,900 for sophomores, $1,950 for juniors and seniors. The total contribution from the family is then subtracted from the student's cost of attendance. For the typical dependent student residing on campus, the cost of attendance is composed of the College's comprehensive fee, a standard amount for books and personal expenses, and a standard amount for travel based on the student's home state. The remainder equals the financial need of the student and is offered in aid. The financial aid is packaged in a combination of three types of aid: work, loan, and grant.

Work

Generally, a portion of a student's financial aid is met through a job on or off campus, usually as part of the Federal Work Study Program. Students are expected to work up to ten hours a week. For 2008–2009, first-year students and sophomores are expected to earn $2,100; juniors and seniors, $2,300. The Student Employment Office maintains listings of on- and off-campus part-time job opportunities.

Financial aid students receive priority for on-campus jobs during the first two weeks of the semester. Students can work in academic and administrative offices, museums, libraries, and in a variety of off-campus nonprofit and community service agencies. Some off-campus jobs are restricted to students with federal work-study.

Loans

The next portion of a student's financial aid is met through low-interest educational loans. The College packages loans in relation to the family's finances. Information about loan levels and programs is available online at www.wellesley.edu/SFS/. The suggested loan amount and loan program are specified in the aid offer. Higher loan amounts are packaged in certain circumstances, such as late filing of aid applications. In addition, students studying away from Wellesley on an approved program usually borrow an additional loan amount to make up for the lack of work-study.

First-time borrowers must complete an entrance interview online and sign a promissory note before the College is permitted to disburse loan funds to her student account.

REPAYMENT OF STUDENT LOANS

A student who has received a loan enters repayment if she enrolls less than half time, withdraws, graduates, or takes a leave of absence for more than six months. Before she leaves the College she should make arrangements for an online exit interview by emailing edfinance@wellesley.edu or by visiting the Office of Student Financial Services. In the loan exit interview, she will learn about her rights and responsibilities regarding the loan and be given a repayment schedule.

Students with Students' Aid Society Loans conduct entrance and exit interviews with the Students' Aid Society.

In order to be eligible for financial aid from the College, transfer students and Davis Scholars who have been enrolled elsewhere cannot be in default on prior educational loans. The College will not offer any federal, state, or institutional aid to students in default on prior educational loans.

Grants

The remaining portion of the student need is awarded in grants by the College from its own resources, from the federal government through the Federal Supplemental Educational Opportunity Grant, Federal Pell Grant, Federal Achievement Grant, Federal SMART Grant, or from outside agencies.

Students who apply for aid from Wellesley College are required to apply for state and federal grants. If the student does not apply or fails to apply on time, the College will not replace the amount she would have received. In addition, whenever possible, students should seek grants from local programs, from educational foundations, and from other private sources. Students who qualify for nongovernmental outside scholarships usually benefit from loan and work reductions.

Applying for Financial Aid

Applicants for admission who intend to apply for financial aid must file five forms: the Wellesley College Application for Financial Aid, the Financial Aid Profile of the College Scholarship Service (CSS), the Free Application for Federal Student Assistance (FAFSA), and signed copies of all pages and schedules of both the parents' and the student's most recent federal tax returns and W2s. Applicants may also be asked to have the IRS send a tax transcript directly to Student Financial Services. Additional documents are required if parents are no longer together.

The College considers information from both parents regardless of their marital status. Students are expected to furnish information from parents in their initial year and all remaining years. Students in the Davis Degree Program who satisfy federal guidelines for self-supporting students and are not dependent upon their parents for support are exempt from this requirement. Davis Scholars who are supported by their parents file the aid application with parental information.

Application Due Dates

The due dates for applications are posted to the Student Financial Services Web site.

Academic Requirements for Financial Aid

Evaluations of all students' academic records are made at the end of each semester by the Academic Review Board. Eligibility for financial aid is reviewed on a semester basis. Students must make satisfactory progress toward the degree and maintain a C average. No credit is associated with course incompletion, course withdrawal, noncredit remedial courses or course repetition; therefore, these courses do not count in establishing satisfactory progress.

Ordinarily, a full-time undergraduate student completes the requirements for the B.A. degree in eight semesters. The Academic Review Board will consider special circumstances and may permit a student to have additional time to complete the degree. A student may request financial aid for additional semesters if the Academic Review Board has approved the extension. In matters concerning satisfactory progress, Student Financial Services works with the class deans.

Verification of Data in the Aid Application

Student Financial Services is required by federal law and Wellesley College policy to verify data on the financial aid application. Students must respond within 30 days of the request for information in order to insure that aid will be available and student accounts credited in time for registration and other College services.

Town Tuition Grants

Wellesley College funds ten Town Tuition Grants to residents of the town of Wellesley who qualify for admission and who meet the town's residency requirements. Application is made to the Board of Selectmen. Recipients may live at home or on campus, but the Town Grant is credited to tuition only. Grants are awarded on the basis of financial need.

ROTC Scholarships

ROTC admission criteria conflict with the nondiscrimination policy of Wellesley College (see inside front cover). Students, however, may enroll in ROTC programs offered at MIT through the College's cross-registration program. Wellesley students may apply for scholarship aid from the Air Force and Army. Interested students should contact the appropriate service office at Massachusetts Institute of Technology, Cambridge, MA 02139, or call: Air Force, 617.253.4475; Army, 617.253.4471.

Financial Aid for International Students

Aid is available to international students, but its amount is limited. If an international student enters without aid, she will not be eligible for it in future years. Although aid is limited, the College is able to assist a number of international students.

Financial Aid for Davis Scholars

Students in the Elisabeth Kaiser Davis Degree Program are admitted on a need-blind basis. The cost of education will vary for Davis Scholars living off campus in accordance with the number of courses for which they are enrolled during first and second semesters and during Wintersession. In order to be eligible for aid during a semester, students must take at least two units. Financial aid is not necessarily available to meet the full costs of living off campus, but staff will work with students to see if financing plans are applicable. For students with dependent children, we can actually cover many of these costs.

Wellesley Students' Aid Society

The Wellesley Students' Aid Society, Inc. is an organization of Wellesley College alumnae. In addition to providing funds for grants and long-term tuition loans, the organization also serves as a resource for short-term emergency loans and other student services.

Assistance for Families Not Eligible for Aid

Wellesley has special concern for middle- and upper-income families who find it difficult to finance the cost of education through current income. The Office of Student Financial Services is available to assist all families, including families not qualifying for financial aid.

The College assists nonaided students and parents ineligible for aid in several ways. Jobs on campus may be available to nonaided students. Student Financial Services will furnish information and advice on obtaining student and parent loans. The College offers three payment programs: a Semester Plan, a Monthly Plan, and a Prepaid Tuition Stabilization Plan. For more information, please visit the student financial services Web site.

Graduate Fellowships

Wellesley College offers a number of fellowships and scholarships for graduate study, research, or work that are open to graduating seniors and Wellesley alumnae. Two of these are open to women graduates of any American institution. Awards are usually made to applicants currently enrolled in or applying to graduate school for the following year. Preference in all cases, except for the Peggy Howard Fellowship, will be given to applicants who have not held one of these awards previously. Decisions are based on merit and need, with the exception of the Knafel and Trustee awards, which are determined on merit alone. U.S. tax laws apply. Please note that the awards are for study at institutions other than Wellesley College and are open to all nationalities. For more information about graduate fellowships and graduate school, visit the CWS Web site www.wellesley.edu/CWS.

For Wellesley College Graduating Seniors

Jacqueline Krieger Klein '53 Fellowship in Jewish Studies

Encourages all seniors to pursue further education in the field of Jewish studies. This fellowship is open to seniors graduating in any field. *Award: Up to $8,000*

Susan Rappaport Knafel '52 Scholarship for Foreign Study

Awarded to a member of the graduating class who displays a desire for learning and an ability to impart knowledge and judgment to others. The scholarship will fund a year of study in a foreign institution to pursue a specific subject that requires contact with foreign scholars, libraries, or other resources. *Award: $25,000*

Susan Rappaport Knafel '52 Traveling Fellowship
Awarded to a member of the graduating class who displays an interest in and an acceptance of others, and who displays the ethos of a Wellesley education. The fellowship will fund a year of purposeful travel abroad to explore a particular interest, with the requirement that the recipient not remain in the same area for more than two months. *Award: $25,000*

Trustee Scholarships
Awarded on a competitive basis to graduating seniors who are currently applying to graduate school. To be considered a candidate, a senior must apply for a Trustee Scholarship or for any of the Wellesley College Fellowships for Graduate Study. The title Trustee Scholar is honorary. In cases of financial need, an award of up to $3,000 may be given.

For Graduating Seniors and Graduates of Wellesley College

Anne Louise Barrett Fellowship
For graduate study or research, preferably in music, with emphasis on study or research in musical theory, composition, or the history of music abroad or in the United States. *Award: Up to $17,000*

Margaret Freeman Bowers Fellowship
For the first year of study in the fields of social work, law, or public policy/public administration, including MBA candidates with plans for a career in the field of social services. Preference will be given to candidates demonstrating financial need. *Award: Up to $10,000*

Eugene L. Cox Fellowship
For graduate study or research in medieval or renaissance history and culture, abroad or in the U.S. *Award: Up to $10,000*

Professor Elizabeth F. Fisher Fellowship
For research or further study in geology or geography, including urban, environmental, or ecological studies. Preference is given to geology and geography. *Award: Up to $3,000*

Ruth Ingersoll Goldmark Fellowship
For graduate study in English literature, English composition, or the classics. *Award: Up to $3,000*

Horton-Hallowell Fellowship
For graduate study in any field, preferably in the last two years of candidacy for the Ph.D. degree or its equivalent, or for private research of equivalent standard. *Award: Up to $11,750*

Peggy Howard Fellowship in Economics
Provides financial aid for graduate study in economics. Administered by the economics faculty. *Award: Up to $4,000*

Edna V. Moffett Fellowship
For a young alumna, preferably in the first year of graduate study in history. *Award: Up to $15,000*

Alice Freeman Palmer Fellowship
For study or research abroad or in the United States. The holder must be no more than 26 years of age at the time of her appointment and unmarried throughout the whole of her tenure. *Award: Up to $29,000*

Kathryn Conway Preyer Fellowship
Formerly Thomas Jefferson Fellowship, for advanced study in history. *Award: Up to $12,000*

Vida Dutton Scudder Fellowship
For study or research in the field of social science, political science, or literature. *Award: Up to $13,000*

Harriet A. Shaw Fellowship
For study or research in music, art, or allied subjects, abroad or in the United States. Preference is given to music candidates; undergraduate work in history of art required of other candidates. *Award: Up to $13,000*

Mary Elvira Stevens Traveling Fellowship
For up to a year of travel or study outside the United States in order to benefit from the knowledge and understanding of a global education. Any scholarly, artistic, or cultural purpose may be considered. Except under unusual and compelling circumstances, the committee in recent years has not chosen to fund formal graduate study or Ph.D. dissertation research. Candidates must be at least 25 years of age in the year of application, 2008. *Award: Up to $20,000*

Maria Opasnov Tyler '52 Scholarship in Russian Studies
For graduate study in Russian studies. *Award: Up to $1,000*

Sarah Perry Wood Medical Fellowship
For the study of medicine at an accredited medical school approved by the American Medical Association. *Award: Up to $78,000*

Fanny Bullock Workman Fellowship
For graduate study in any field. *Award: Up to $18,000*

For Women Graduates of Any American Institution

Mary McEwen Schimke Scholarship
A supplemental award to provide relief from household and child care expenses while pursuing graduate study. The award is made on the basis of scholarly expectation and identified need. The candidate must be over 30 years of age, currently engaged in graduate study in literature and/or history. Preference is given to American Studies. *Award: Up to $1,700*

M.A. Cartland Shackford Medical Fellowship
For the study of medicine with a view to general practice, not psychiatry. *Award: Minimum of $11,000*

For Wellesley College Graduates: Opportunities in Asia

Elisabeth Luce Moore '24 Wellesley-Yenching Program
The Wellesley-Yenching Program is a lasting example of Wellesley College's long tradition of interest and involvement in China, dating from 1906. In 1999, Wellesley received a generous grant from the Henry Luce Foundation to honor Elisabeth Luce Moore '24 who was born in China and was a strong supporter of the College's ties to Asia. Part of this grant was used to endow the Wellesley-Yenching Program and to strengthen the following three opportunities to work in Asia:

Wellesley-Yenching Graduate Fellowship at Chung Chi College in Hong Kong
The fellow's time may be divided between helping to organize and promote English language activities at Chung Chi College

as a whole, and serving as a teaching or research assistant for an academic department.

Wellesley-Yenching Graduate Fellowship at Ginling College in Nanjing, China
The fellows teach English in the classroom for approximately 12 to 14 hours each week with office hours three to four times a week.

Wellesley-Yenching Graduate Fellowship at the National Palace Museum in Taipei, Taiwan
Approximately one-half of the fellow's work will be with the NPM Secretariat where she will write, translate, and revise English documents for various departments. The other half of the fellow's work will be with one of the Museum's other departments.

Application information is available in the Center for Work and Service, 106 Central Street, Wellesley, MA 02481 or it can be found online at www.wellesley.edu/CWS. The deadline is February 23, 2009.

Instructions for Applying

Applications for the Peggy Howard Fellowship may be obtained by contacting the Economics Department, Wellesley College, or online at www.wellesley.edu/Economics/Beyond/peggy.html. Applications and supporting materials are due by April 1.

Applicants for the Jacqueline Krieger Klein '53 Fellowship should send a resume and a brief description of their program to Professor Frances Malino, Department of Religion.

Applications for the Knafel awards, the Mary Elvira Stevens Traveling Fellowship, and all other fellowships may be obtained from the Secretary to the Committee on Graduate Fellowships, Center for Work and Service, Wellesley College, 106 Central Street, Wellesley, MA 02481, or they can be found online at www.wellesley.edu/CWS. Applications and supporting material for the Knafel awards must be received by February 5, 2009. Applications and supporting material for the Mary Elvira Stevens Fellowship must be received by December 1, 2008. Applications and supporting material for all other fellowships must be postmarked no later than January 5, 2009. If hand-delivered, the application must be received in the Center for Work and Service no later than January 5, 2009.

Academic Policies and Procedures

The academic policies and procedures of the College have been subject to continuous change and examination throughout the College's history, responding to changes in student lifestyles and innovations in the curriculum. The policies and procedures that govern most routine aspects of academic life are described below.

Academic Standards

Academic standards at Wellesley are high, and students take full responsibility for attending classes, submitting required work on time, and appearing for examinations. If students have difficulties with course work, become ill, or have other problems that interfere with their academic work, they should consult with their class deans for assistance in making special arrangements for their studies. Tutoring and programs in study skills are offered through the Pforzheimer Learning and Teaching Center.

Students are expected to maintain at least a C average throughout their college career. At the end of each semester, the Academic Review Board examines the records of those students who are not in good academic standing. The Board will recommend sources of help and may impose conditions for continuing at the College. The College tries to provide the appropriate support services to students in difficulty. Students who show consistent effort are rarely asked to leave the College.

Academic Review Board

The Academic Review Board is the principal body for overseeing each student's academic progress and for granting exceptions to degree requirements and academic policies. The Board researches and recommends changes in academic policy. Dates of Academic Review Board meetings are posted on the Campus-Wide Information System. A student who wishes to submit a petition to the Academic Review Board should do so in consultation with her class dean. She should deliver her petition, in writing, at least one week before the petition is to be considered by the Board.

Credit for Advanced Placement Examinations

Students matriculating in the fall of 2006 or later who have taken Advanced Placement Examinations and who make the scores specified by Wellesley College may receive up to four units of credit toward the B.A. degree. Eligible students will be awarded credit upon application in the spring of the sophomore year, provided they do not register in college for courses that cover substantially the same material as those for which they have received Advanced Placement credit. One unit of credit will be given for each AP examination to students who have received a grade of 5 with the following exceptions: one unit will be given for a score of either 4 or 5 on the Mathematics AB (AP) examination or for an AB-subscore of 4 or 5 on the Mathematics BC (AP) exam. No more than two units will be granted for credit in any one department. AP units may not be used to satisfy distribution requirements. Some departments or interdepartmental programs restrict the use of AP credits toward the major; consult the department or program or see Directions for Election under the departmental or program listings in this catalog. The taking of a course deemed equivalent to one for which AP credit has been granted will nullify the AP credit.

Up to four units of credit toward the degree will also be awarded for International Baccalaureate (Higher Level) scores of 5, 6, or 7. Wellesley College may grant credit for thirteenth-year programs outside the U.S. (e.g., A-levels). For more information, contact the registrar's office.

Students in the class of 2010 and later may bring in a maximum of four units from a combination of AP, IB, and college units earned prior to matriculation.

Summer School and Transfer Course Credit after Matriculation

Students who wish to take courses during the summer or while on a leave of absence must get their courses approved for credit toward the Wellesley degree. An approval form, available in the registrar's office, must be completed for each course taken outside the Twelve College Exchange Program or outside an approved foreign study program. On this form the registrar's office will evaluate the course for the amount of credit, and the department chair for course content. Certain academic departments will not approve outside credit from two-year colleges after a student has matriculated (see departmental Directions for Election). Students should have their courses evaluated and approved prior to enrolling, otherwise credit is not guaranteed. (A course must be equivalent to four semester-hours or six quarter-hours in order to earn one full unit of Wellesley credit.) Credit will be granted only for liberal arts courses taken at an accredited institution. Courses must be taken for a letter grade, and credit will be given only for an approved course in which a grade of C or better is earned. Students must request that an official transcript be sent to the Wellesley College registrar's office. Transcripts should be received by October 1 for summer and previous year course work and by March 1 for fall semester work. See the section labeled "Special Academic Programs," for information on credit for exchange programs.

Approved courses may be used toward the distribution requirement within the limitations outlined above. Students must earn the equivalent of three full Wellesley units (12 semester-hours or 18 quarter-hours) in each distribution group. First-year students must fulfill the writing requirement by completing Writing 125.

Limitations on the Amount of Outside Credit Used Toward the Degree

Of the 32 units required for the B.A. degree, a student may earn a maximum of 16 units through a combination of the following: AP examinations (no more than four for students matriculating in fall 2006 or later), courses taken at another institution during the summer (no more than four), courses at another institution not taken during the summer (no more than eight), college and university credit earned prior to graduation from secondary school and not included in the units of secondary school work presented for admission (no more than two for students matriculating prior to fall 2006, no more than four for students matriculating in fall 2006 or later). All students, including transfer students and Davis Scholars, must complete 16 units at Wellesley. There are limits on the number of outside credits that can be used to fulfill the distribution requirement. See the sections above on degree requirements.

Students in the class of 2010 and later may bring in a maximum of four units from a combination of AP, IB, and college units earned prior to matriculation.

Exemption from Required Studies

Students may be exempted from any of the studies required for the degree, except Writing 125, provided they can demonstrate to the department concerned a reasonable competence in the elements of the course. Exemption from any of the studies required does not affect the general requirement for completion of 32 units of credit. It does, however, make it possible for some students to select more advanced courses earlier in their college careers.

Arrangements for exemption must be made with the chair of the department concerned. In addition to the examination, some departments may require the student to present a paper or an acceptable laboratory notebook. See department listing for specific policies.

Grading System

Wellesley uses the following letter grade system:

Grade A (4.00) is given to students who meet with conspicuous excellence every demand that can fairly be made by the course.

Grade A– (3.67)
Grade B+ (3.33)

Grade B (3.00) is given to those students who add to the minimum of satisfactory attainment excellence in not all, but some, of the following: organization, accuracy, originality, understanding, and insight.

Grade B– (2.67)
Grade C+ (2.33)

Grade C (2.00) is given to those students who have attained a satisfactory familiarity with the content of a course and who have demonstrated ability to use this knowledge in a satisfactory manner.

Grade C– (1.67)
Grade D (1.00) is a passing grade. There is no grade of D+ or D–.
Grade F (0.00)

In April 2004, the members of the faculty approved a resolution on grading standards and policy. The policy went into effect in the fall of 2004. It stipulates that the average grade in 100- and 200-level courses should be no higher than B+ (3.33) The ultimate purpose of these measures is to insure Wellesley's commitment to excellence.

Students also have the option of electing courses on a credit/noncredit basis. By the end of the fourth week of a semester, students declare their decision to take a course credit/noncredit using the online registration system. Credit (CR) is given to students who have earned a grade of C or better in the work of the course, thereby indicating satisfactory familiarity with the content of the course. If a grade lower than C is earned, the course will appear on the permanent record with the notation, (NCR) meaning no credit is earned.

Students may take an unlimited number of courses on a credit/noncredit basis. In order to remain eligible for Academic Distinction at Commencement, however, a student may not exceed certain limits in the number of credit/noncredit courses she takes. Students who begin their degrees as first-year students at Wellesley may take no more than one-quarter of their Wellesley and MIT courses after the first year on a credit/noncredit basis. For students who begin their degrees somewhere other than at Wellesley (that is, for transfer students and Davis Scholars), the number of credit/noncredit courses is prorated in proportion to the number of Wellesley courses taken after the equivalent of the first year of college. Students can consult their class deans for further clarification.

Incomplete Work

If work for a course is not completed by the end of a semester, a student may ask her instructor for an incomplete. The instructor may decide not to grant an incomplete but rather to assign a grade, taking into account that not all requirements for the course have been met. If the instructor does agree to give the student an incomplete, the student must submit any missing written work to the registrar's office by a date determined by the instructor but no later than the first day of the succeeding semester. Make-up exams are arranged by the registrar's office, generally during the first week of classes. Once all work has been completed and graded, a final grade preceded by "I" will be recorded on the transcript. If a student does not finish her incomplete work by the deadline, the instructor may either submit a grade or ask the registrar's office to record a grade of permanent "INC."

Excused Incomplete Work

If illness or personal emergency prevents a student from completing her course work by the end of the semester, she may petition the Academic Review Board through her class dean to have an incomplete excused.

If her petition is granted, the incomplete notation will be removed from her record once the work is completed and a final grade is submitted.

Examinations

An examination period occurs at the end of each semester. Within this period, students determine which of the ten exam periods they intend to use for courses with self-scheduled exams. Examinations are scheduled for some courses that require audiovisual equipment. Make-up and special examinations are offered at the beginning of each semester for admission to advanced courses without the stated prerequisites and for exemption from required studies.

Transcripts and Grade Reports

Official transcripts may be ordered in writing from the registrar's office. The request for a transcript should include the name and address of the person to whom the transcript is to be sent, the name by which the person was known as a student at Wellesley, and the years of attendance at the College. There is a charge of $3 for each transcript, and this fee should accompany the request. Transcripts may not be issued if the student has an outstanding bill. Current students may view their grades online at the end of each semester.

Student Records

Maintenance of the confidentiality of individual student educational records has always been important at Wellesley, as is a concern for the accuracy of each record. The Family Educational Rights and Privacy Act (FERPA) of 1974, commonly known as the "Buckley Amendment," helps protect the privacy of student education records. Under the provisions of the Privacy Act, every Wellesley student is assured the right to inspect and review all college records, files, and data directly related to her, with certain exceptions such as medical and psychiatric records, confidential recommendations submitted before January 1, 1975, records to which the student has waived her right of access, and financial records of the student's parents. The student may also seek a correction or deletion where a record is felt to be inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. The Privacy Act also protects the privacy of personally identifiable information maintained in student records, including the student account, by prohibiting the release of such information (other than those items defined below as "Directory Information") without the written consent of the student, except to persons such as officials or teachers within the College who have a legitimate educational interest in seeing the information, officials of other institutions in which the student seeks to enroll, the student's parents if the student is a dependent for tax purposes, and certain other persons and organizations.

The final regulations for the Act make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the education records of the student may be disclosed to the parents without the student's prior consent. It will be assumed that every student is a dependent of her parents, as defined by the Internal Revenue Code, unless notification to the contrary with supporting evidence satisfactory to the College is filed in writing with the Registrar by October 1 of each academic year. All correspondence relating to a student's undergraduate performance is removed from a student's file and destroyed one year after graduation.

Copies of the Privacy Act, the regulations therein, and the "Wellesley College Guidelines on Student Records" are available on request from the Office of the Registrar. Students wishing to inspect a record should apply directly to the office involved. Complaints concerning alleged noncompliance with the Privacy Act by the College, which are not satisfactorily resolved by the College, may be addressed in writing to the Family Policy Compliance Office, Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

Students interested in placing limitations on the release of information should contact Student Financial Services.

Directory Information

The Privacy Act gives Wellesley the right to make public at its discretion, without prior authorization from the individual student, the following personally identifiable information: name; class year; home address and telephone number; college address and telephone number; college e-mail address; schedule of classes; major and minor field(s); date and place of birth; dates of attendance at Wellesley College; degrees, honors, and awards received; weight and height of student athletes; participation in officially recognized sports and activities; and previous educational institution most recently attended. In addition, student photographs are part of a College directory that resides on the Wellesley College Web site and they appear on class lists that are available to the members of the faculty. These photographs are accessible only to members of the college community.

The Privacy Act also allows individual students to place limitations on the release of any of the above information. A student who wishes to do this must inform the Registrar, Green Hall, in writing each year by July 15 for the following academic year.

In practice, College policies discourage the indiscriminate release of any information about individual students. College directories and lists are for use within the College community.

Registration for Courses

All returning students must register in April for the courses they select for the fall semester and in November for the spring semester. The registration system remains open to accommodate changes, and students' schedules are available online. A student will not receive credit for a course unless she has registered for it, and a student who has registered for a course will remain registered unless she takes formal action to drop it. Each student is responsible for maintaining the accuracy of her registration.

Any conflicts in scheduling must be reported to the registrar's office immediately. A student is not permitted to take a course if it conflicts with any other course on her schedule.

Adding or Dropping Courses

Students may add classes during the first two weeks of classes only. A course may be dropped at any time through the last day of classes. If a course is dropped before the beginning of the fifth week of classes, it will not appear on a student's record. Students are advised to consult their class dean when making any changes in their program.

Auditing Courses

A student who wishes to attend a class as a regular visitor must have the permission of the instructor. Auditors may not submit work to the instructor for criticism, and audited courses will not be considered for credit. An audited course does not appear on the transcript.

Acceleration

Some students complete all the requirements for the degree in less than the usual eight semesters. After one semester at Wellesley, students who wish to accelerate should consult their class deans about petitioning to fulfill the requirements in less than the normal period of time.

The petition should include the month and year in which the degree requirements will be fulfilled, and all units that will be counted toward the degree.

An accelerating student must maintain at least a C average at all times.

Voluntary Departures from the College (Leave of Absence and Withdrawal)

Recognizing that students may benefit from interrupting the ordinary sequence of four continuous years at Wellesley, the College allows students to take leaves of absence for a variety of reasons that may include study at another institution, work, travel, health or family problems, or other personal needs. Application for a leave of absence may be made to the class dean after a student has completed at least one semester at Wellesley. The leave may be for as short a period as one semester or as long as four semesters. A student who goes on a leave of absence cannot remain in residence on campus more than 48 hours after the effective date of the leave. If a student's leave exceeds four semesters, she will be withdrawn from the College but will be welcome to apply for readmission if she so chooses.

Application for a voluntary leave of absence is due by December 1 for spring semester and by April 15 for fall semester. To obtain permission to attend another institution with the intention of transferring credit back to her Wellesley degree, a student must also submit a detailed plan to her major advisor and her class dean. A student on leave may transfer to her Wellesley degree up to eight units of credit taken during an academic year at another institution, four units per semester.

A student who plans to return to the College should take a leave of absence; a student who wishes to leave the College permanently should notify her class dean that she is withdrawing. A student who withdraws cannot remain in residence on campus more than 48 hours after the effective date of the withdrawal. If, after withdrawing, a student decides she does after all wish to rematriculate at Wellesley, she must apply for readmission.

Required Departures from the College (Conditional Leaves of Absence, Withdrawal, Suspension, and Expulsion)

The College reserves the right to require a student to leave. She may be suspended if she violates College rules and regulations or the rights of others, or she may be required to take a leave of absence for various reasons: if she is not making adequate progress toward the degree; if she fails to meet financial obligations to the College; or if her continuing presence constitutes a risk to her health, safety, or general well-being or to those of the College community. If a student is suspended or required to go on leave, she will not be allowed to return to the College until she has met conditions set by the appropriate College official or board. These conditions will be related to the cause of the suspension or leave. A student on an academic conditional leave, for example, would be required to meet conditions set by the Academic Review Board; a student on a financial conditional leave would be required to clear her balance; a student on a medical conditional leave would be required to provide documentation of appropriate medical treatment. Other restrictions may also apply. Once she has been cleared from a medical leave, a student will ordinarily be required to complete a full semester at Wellesley before she is allowed to be at the College for either Wintersession or summer school. Also, depending on the kind of leave, there may be a deadline by which the student must be cleared in order to return for the following semester. If the student does not meet the conditions of her leave within four semesters, she will be withdrawn from the College. If she later decides to apply for readmission, she must fulfill the conditions of the original leave.

The College also reserves the right to withdraw or expel a student who has egregiously or repeatedly failed to maintain academic or behavioral standards. A student who has been withdrawn may apply for readmission at some later date, whereas a student who has been expelled will not be considered for readmission.

Readmission

A student who has withdrawn from the College and wishes to return should contact her class dean for the appropriate forms. Readmission will be considered in light of the reasons for withdrawal. A nonrefundable fee of $30 must accompany the application for readmission.

Courses of Instruction

A semester course that carries one unit of credit requires approximately eleven hours of work each week spent partly in class and partly in preparation. The amount of time scheduled for classes varies with the subject: two periods each week in many humanities and social science courses; three to five scheduled periods in certain foreign languages, art and music, and science courses. A semester course that carries 1.25 units of credit ordinarily includes at least 300 minutes per week of scheduled class time as well as significant work outside of class. Classes are scheduled from Monday morning through late Friday afternoon.

Legend

N/O	Not offered in 2008-09
[ ]	Numbers in brackets designate courses listed only in earlier catalogs
A	Absent on leave for the 2008-09 academic year
A1	Absent on leave during the first semester
A2	Absent on leave during the second semester
H	Designates 0.5 unit courses
TBA	To be announced
TBD	To be determined

Department of Africana Studies

Professor: *Cudjoe*[A2], *Steady (Chair)*

Associate Professor: *Obeng*

Assistant Professor: *Patterson*

Visiting Lecturer: *Davis, Mmari*

Africana Studies, an intellectual expression of Africana peoples, is designed to acquaint students with a critical perspective on the Africana World that is found primarily in Africa, the United States, the Caribbean and South America, but also among peoples of African descent in Asia and Europe. Grounded in the history, culture and philosophy of Africana peoples, Africana Studies promotes a knowledge of the contribution of Africana people to the world, develops a critical perspective to examine the experience, and cultivates a respect for the multiracial and multicultural character of our common world humanity. Although Africana studies emphasize an interdisciplinary and multicultural approach to scholarship and learning, it also seeks to provide grounding in a specific discipline and an understanding of the breadth of the Africana experience. As a result, the Africana Studies Department expects its students to develop an intellectually critical and analytic apparatus to examine knowledge, seeks to contribute to a student's self-awareness, and attempts to broaden a student's perspective in ways that allow her to understand her world in its diversity and complexity.

AFR 101-102 Elementary Swahili

Mmari

The primary focus of Elementary Swahili is to develop listening, speaking, reading, and writing skills. Aspects of Swahili/African culture will be introduced and highlighted as necessary components towards achieving communicative competence. *Each semester earns 1.0 units of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None
Distribution: None
Semester: Fall, Spring Unit: 1.0

AFR 105 Introduction to the Black Experience

Patterson

This course serves as the introductory offering in Africana Studies. It explores in an interdisciplinary fashion salient aspects of the Black experience, both ancient and modern, at home and abroad. This course provides an overview of many related themes, including slavery, Africanisms, gender, colonialism, civil rights, and Pan-African exchange.

Prerequisite: None
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

AFR 150 Black Autobiographies

Cudjoe

NOT OFFERED IN 2008-09. The purpose of this course is to trace the formal and thematic development of Black autobiography from the early nineteenth century to the present. We will explore the complex relationship between the community and the individual, the public and the private, the political and the personal aspects of self that shape the Afro-American conception of identity. Authors will include Linda Brent, Frederick Douglass, Ida B. Wells, W.E.B. DuBois, Richard Wright, Maya Angelou, Malcolm X and others.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

AFR 201 The African American Literary Tradition

Cudjoe

NOT OFFERED IN 2008-09. A survey of the Afro-American experience as depicted in literature from the eighteenth century through the present. Study of various forms of literary expression including the short story, autobiography, literary criticism, poetry, drama, and essays as they have been used as vehicles of expression for Black writers during and since the slave experience.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

AFR 202/PHIL 202 Introduction to African Philosophy

Menkiti (Philosophy)

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative. *Students may register for either AFR 202 or PHIL 202 and credit will be granted accordingly.*

Prerequisite: Open to seniors, juniors, and sophomores without prerequisite, and to first-year students who have taken one other course in philosophy.
Distribution: Religion, Ethics, and Moral Philosophy or Epistemology and Cognition
Semester: Fall Unit: 1.0

AFR 204 'Third World' Urbanization

Steady

NOT OFFERED IN 2008-09. Beginning with the origins and characteristics of cities in selected 'Third World' countries, the course then focuses on the socioeconomic structure of pre-industrial cities and the later impact of colonialism and corporate globalization, concluding with an examination of contemporary issues of 'Third World' cities, sometimes referred to as cities of the Global South.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

AFR 206 Introduction to African-American History (from 1500)

Patterson

An introductory survey of the political, social, economic, and cultural development of African-Americans from their African origins to the present. This course examines the foundations of the discipline of African American history, slavery, Africans in colonial America, migration, Reconstruction, and Harlem Renaissance artistry and scholarship.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

AFR 207 Images of Africana People through the Cinema

Obeng

An investigation of the social, political, and cultural aspects of development of Africana people through the viewing and analysis of films from Africa, Afro-America, Brazil, and the Caribbean. The class covers pre-colonial, colonial, and post-colonial experiences and responses of Africana people. Films shown will include *Sugar Cane Alley, Zan Boko*, and *Sankofa*.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

AFR 208 Women in the Civil Rights Movement

Patterson

A social and historical examination of the role of women in the Civil Rights Movement in the United States. Particular attention will be paid to the interplay between historical and social factors. Women's impact on the Civil Rights Movement and the effects of the Movement on the women involved, are the foci of this course.

Prerequisite: None
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

AFR 211 Introduction to African Literature

Cudjoe

NOT OFFERED IN 2008-09. The development of African literature in English and in translation. Although special attention will be paid to the novels of Chinua Achebe, writers such as Ngugi Wa Thiongo, Camara Laye, Wole Soynika, Miriama Ba, Nawal El Saadawi and Buchi Emecheta will also be considered. The influence of oral tradition on these writers' styles as well as the thematic links between them and writers of the Black awakening in America and the West Indies will be discussed.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

AFR 212 Black Women Writers

Cudjoe

NOT OFFERED IN 2008-09. The Black woman writer's efforts to shape images of herself as Black, as woman, and as artist. The problem of literary authority for the Black woman writer, criteria for a Black woman's literary tradition, and the relation of Black feminism or "womanism" to the articulation of a distinctively Black and female literary aesthetic.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

AFR 214 Internationalization of Black Power

Patterson

NOT OFFERED IN 2008-09. Influenced by gobal intellectual and political exchange, this course considers the events, theories, and people critical to the Civil Rights and Black Power struggles of the 1950s – 1970s. Personalities/topics include Stokely Carmichael (Kwame Touré), Malcolm X, Martin Luther King, Elaine Brown, Majhemout Diop, Walter Rodney, Franz Fanon, Patrice Lumumba, the Black Panther Party, and the SNCC.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

AFR 216 History of the Caribbean

NOT OFFERED IN 2008-09. A survey of political, economic, and sociological factors shaping Caribbean society. Topics covered include Africans in the New World before Columbus, genocide against the indigenous peoples, slavery and slave revolts, immigration and emigration, the Caribbean and Africa, the Caribbean and African America, the struggle for majority rule, the spread of United States influence, independence, and its challenges.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

AFR 217 The Black Family

NOT OFFERED IN 2008-09. This course is an overview of the African American family in economic, sociological, psychological, economic, anthropological, and historical perspectives. It is an examination of the complex interplay of self-definitions, societal, and community definitions among African American women, men, and children within the context of their families. The course is also an exploration of changing gender roles among African American women and men.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

AFR 222 Images of Women and Blacks in American Cinema

Obeng

A study of the creation of images and their power to influence the reality of race and gender in the American experience. Viewing and analysis of American cinema as an artistic genre and as a vehicle through which cultural and social history are depicted.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

AFR 225 Introduction to Black Psychology

Davis

Issues and perspectives in the study of the psychological development of Black people in America, past and present. Special consideration is given to such issues as the Afrocentric and Eurocentric ethos, the nature of Black personality as affected by slavery and racism, psychological assessment, treatment and counseling techniques, and the relationships between psychological research and social policy in American research.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

AFR 226 Environmental Justice, Race, and Sustainable Development

Steady

An investigation of the extent to which the causes and consequences of environmental degradation are influenced by social inequality and the devaluation of indigenous peoples. The course will examine how the poor, indigenous peoples and people of color are subjected to environmental hazards. Topics include the link between negative environmental trends and social inequality; the social ecology of slums, ghettos and shanty towns; the disproportionate exposure of some groups to pollutants, toxic chemicals, and carcinogens; dumping of hazardous waste in Africa and other Third World countries; and industrial threats to the ecology of small island states in the Caribbean. The course will evaluate Agenda 21, the international program of action from the Earth Summit designed to halt environmental degradation and promote sustainable development.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

AFR 229 Rap Music and the African American Poetical Tradition

Cudjoe

This course examines the African American poetical tradition from its roots in African oral literature to its contemporaneous manifestation in rapping, a showcase for African American braggadocio, and the art of verbal dexterity and storytelling. The connection of this literary tradition with American cultural values will also be explored. The course will examine the works of Phyllis Wheatley, Langston Hughes, James Weldon Johnson, Melvin Tolson, Gwendolyn Brooks, Robert Hayden, Derek Walcott, Gill Scott-Heron, the Last Poets, Nikki Giovanni, Public Enemy, Run-D.M.C., Tupac, and other artists.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Summer Unit: 1.0

AFR 234 Introduction to West Indian Literature

Cudjoe

NOT OFFERED IN 2008-09. A survey of contemporary prose and poetry from the English-speaking West Indies. Special attention is paid to the development of this literary tradition in a historical-cultural context and in light of the perspectives recent literary theories offer. Authors to include: V. S. Naipaul, Derek Walcott, Wilson Harris, Jean Rhys, and others.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

AFR 235 Societies and Cultures of Africa

Steady

The objective of this course is to provide students with an introduction to the richness, diversity, and complexity of African societies and cultures while appreciating their unifying features. Topics to be discussed include forms of social organization, the importance to kinship and marriage systems, the centrality of religion, the position of women, urbanization and problems of development, democratization, and political transformation, political instability, and armed conflicts. In order to understand a people's view of themselves and of their relationship to the outside world, an in-depth case study will be made of one ethnic group - the Yoruba of southwestern Nigeria.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

AFR 236/POL2 203 African Politics

NOT OFFERED IN 2008-09. An investigation of politics across Sub-Saharan Africa since the defeat of Portuguese colonialism in the mid-1970s. The economic stagnation of the 1980s, the impact of structural adjustment programs, the end of the Cold War, the genocide in Rwanda and the resulting wars will be discussed along with the liberation of Southern Africa and the recent wave of democratization. Emphasis on developing the method of empathetic understanding to become knowledgeable about the opportunities and constraints faced by African citizens and governments. *Students may register for either AFR 236 or POL2 203 and credit will be granted accordingly.*

Prerequisite: One unit in political science, economics, history, or Africana Studies. Open to juniors and seniors without prerequisite.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

AFR 239 Islam in Black America: From Slavery to the Present

Patterson

This course commences with a detailed exploration of Islamic worship practices transferred and retained during slavery. The course continues by chronicling the historical and socio-political implications of nineteenth and twentieth century Islamic practice as it relates to African-American communities.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

AFR 242 New World Afro-Atlantic Religions

Obeng

NOT OFFERED IN 2008-09. With readings, documentary films, discussions, and lectures, this course will examine the complex spiritual beliefs and expressions of peoples of African descent in Brazil, Cuba, Haiti, Jamaica, and North America. The course surveys African diasporic religions such as Candomble, Santeria, Voodoo, Shango, and African American religions. Attention will be paid to how diasporic Africans practice religion for self-definition, community building, sociocultural critique, and for reshaping the religious and cultural landscapes of the Americas.

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

AFR 251 Religion in Africa

Obeng

An examination of African experience and expression of religion, the course surveys African religions among the Akan of Ghana, Yoruba of Nigeria, Nuer of the Sudan, the Zulu of South Africa, and the Bemazava-Sakalava of Madagascar. The course will focus on how gender, age, status, and cultural competence influence Africans' use of architecture, ritual, myth, dance, and music to communicate, elaborate on the cosmos, and organize their lives. Special attention will be paid to the resiliency of African deities and indigenous cultural media during the encounter between African religions, Christianity, and Islam.

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

AFR 266 Black Drama

Cudjoe

NOT OFFERED IN 2008-09. This course will examine twentieth-century Black drama, with a special emphasis on the period of its efflorescence during the Black Arts Movement of the 1960s and 1970s. We will also explore the Black theatre as a medium of aesthetic expression and communal ritual as well as an instrument of political consciousness and social change.

Playwrights will include Douglass Turner Ward, Alice Childress, Ossie Davis, Lorraine Hansberry, James Baldwin, Ed Bullins, Adrienne Kennedy, LeRoi Jones (Amiri Baraka), Ntozake Shange, and others.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

AFR 280 Wintersession in Ghana

Obeng

NOT OFFERED IN 2008-09. This course is an introduction to Ghanaian history and society, with two foci: spirituality (Christianity Santonofa, and Islam etc,) and women. Based at the University of Ghana in Legon, students will attend lectures by university professors, will visit sites related to those lectures around Accra, and will travel to the coast (Cape Coast and Elmina) and inland (to Kumasi and parts of the Ashanti region) to visit historic sites as well as to study village and rural life. *Not offered every year. Subject to Dean's Office approval.*

Prerequisite: By permission of the department. Application required.
Distribution: Epistemology and Cognition
Semester: N/O Unit: 0.5

AFR 297 Medical Anthropology: A Comparative Study of Healing Systems

Steady

This course examines alternative healing systems that attempt to treat the whole person as a physical, social, and spiritual being and to promote community participation and healing. It offers new perspectives on the biomedical model as it examines the sociocultural context of the causation, diagnosis, prevention, and cure of disease. Examples of healing systems will be from Third World countries, particularly in Africa, the Caribbean, and Latin America, and from industrialized societies, particularly from African American and indigenous communities in the United States. Examination will be made of healing systems that include divination, herbal medicine, folk medicine, and faith healing.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

AFR 299 Women in the Caribbean

NOT OFFERED IN 2008-09. This course is a sociological exploration of the lives of women in Caribbean societies. While the emphasis is on contemporary English-Speaking Caribbean (Barbados, Jamaica, Trinidad and Tobago, St. Lucia, Nevis, etc.), attention will be given to the historical background of the current situation and to the French-Speaking (Martinique, Guadeloupe, Haiti, etc.) and Spanish-Speaking (Cuba, the Dominican Republic and Puerto Rico) Caribbean. Women's work in the formal and informal sectors, activism, roles in development and familial relationships are some of the topics to be explored.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

AFR 300 Heritage and Culture in Jamaica: A Wintersession Experience

Steady

Jamaica is a country that provides a unique opportunity for the study of multiculturalism in action. Its national motto is "Out of many, one people." The study abroad wintersession course in Jamaica will explore the history, culture, and political economy of the country and promote an understanding of the Caribbean as a whole through seminars, participatory field research, and internships. The program will give students an opportunity for total immersion in the Jamaican environment and for participation in several community-based projects that will add experiential value to their classroom-based education. *Not offered every year. Subject to Dean's Office's approval.*

Prerequisite: By permission of the department. Application required.
Distribution: Social and Behavioral Analysis
Semester: Wintersession Unit: 0.5

AFR 301 Seminar. South Africa

Steady

NOT OFFERED IN 2008-09. An examination of the degree of success or failure in social transformation from a racist, centralized, and oppressive apartheid system to a nonracial, democratic and participatory system which seeks to promote social and economic justice for all its citizens. Topics include the structural challenges to social transformation, socioeconomic development and resource distribution, the persistence of *de facto* apartheid, the Truth and Reconciliation Commission, increasing poverty among the African population, the HIV/AIDS epidemic, the impact of globalization, and South Africa's place in Africa and the world at large.

Prerequisite: One 200 level course of relevance to Africana Studies or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

AFR 306 Urban Development and the Underclass: Comparative Case Studies

Steady

Throughout the African Diaspora, economic change has resulted in the migration of large numbers of people to urban centers. This course explores the causes and consequences of urban growth and development, with special focus on the most disadvantaged cities. The course will draw on examples from the United States, the Caribbean, South America, and Africa.

Prerequisite: One 200 level course of relevance to Africana Studies or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

AFR 307 Modern African Political Thought

NOT OFFERED IN 2008-09. This seminar course will examine the political ideas of major figures who have shaped African history in the last hundred years. It will explore the intellectual means they employed in grappling with European imperialism and the post-colonial period. It will look more specifically at the premises and implications of Negritude, Pan-Africanism, African Socialism, and new trends towards democratization. It will do so through an in-depth investigation of the works of such political thinkers as Frantz Fanon, W.E.B. DuBois, Marcus Garvey, Nkrumah, Kenyatta, Nyerere, Senghor, Cabral, Nasser, Gaddafi, and Mandela.

Prerequisite: One 200 level course of relevance to Africana Studies, or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

AFR 310 Seminar. Black Literature

Topic A: Three Writers of the Harlem Renaissance

Cudjoe

The Harlem Renaissance is a period associated with the rebirth of African American literature and culture. Langston Hughes, Claude McKay, and Zora Neale Hurston are three important novelists and poets of this period. This course examines selected works from their prose and poetry. Selected works will be examined against the background of the Harlem Renaissance.

Prerequisite: One 200 level course of relevance to Africana Studies or permission of instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

Topic B: Rhetoric and Revolution

Cudjoe

NOT OFFERED IN 2008-09. This course examines the rhetoric and writing of Africana freedom fighters and the role prison plays as a weapon in the freedom struggle. Texts include Nelson Mandela, *Long Walk to Freedom;* Martin Luther King, *Why We Can't Wait;* Frantz Fanon, *Wretched of the Earth; The Autobiography of Malcolm X;* and selections from Jack Mapanje's *Gathering Seaweeds: African Prison Writings.*

Prerequisite: One 200 level course of relevance to Africana Studies or permission of instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

Topic C: Writers from the Diaspora

Cudjoe

NOT OFFERED IN 2008-09. This course examines six selected novelists from the African Diaspora and the continent. They include Frederick Douglass, *The Narrative of Frederick Douglass*; Booker T. Washington, *Up From Slavery*; Sembene Ousmane, *God's Bits of Wood*; Michel Maxwell Philip, *Emmanuel Appadocca*; Stephen Nathaniel Cobham, *Rupert Gray*; Ralph De Bossiere, *Crown Jewel;* Selwyn R. Cudjoe, *Beyond Boundaries;* Bernard Bell, *The Afro-American Novel and Its Tradition;* and Gregory Wilson, *Between Piracy and Justice: Liminality in Maxwell Philip, Emmanuel Appadocca.* The course concentrates on the commonality of themes and approaches to the explanation of similar phenomenon. The selected texts draw on and reflect the slave and colonial experiences.

Prerequisite: One 200 level course of relevance to Africana Studies or permission of instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

AFR 318 Seminar. African Women, Social Transformation, and Empowerment

Steady

NOT OFFERED IN 2008-09. A comparative analysis of the role of women in development with emphasis on the struggle within struggle—the movement to achieve political and economic progress for Africa and its people and the struggle within that movement to address problems and issues that directly affect women. We will explore women's participation in social and political movements and ways to improve the status of women.

Prerequisite: One 200 level course of relevance to Africana Studies or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

AFR 340 Seminar. Topics in African American History

Topic: Health and Healthcare Professionals in the African Diaspora.
Patterson
NOT OFFERED IN 2008-09. This course examines the major nineteenth- and twentieth-century local and global health developments that have impacted the public and private lives of people of African descent. The course includes an assessment of how pharmacists, nurses and physicians navigate their respective medical fields in the African-Atlantic world, with an emphasis on the United States, Senegal, and Cuba. This course considers how traditional and modern medical philosophies converge and diverge in urban planning, disease management, and public health policy. It further considers how individuals and communities respond to these policies.

Prerequisite: One 200 level course of relevance to Africana Studies or permission of instructor.
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

AFR 341 Seminar. Topics in Africana Social Science

Topic A: Neglected Africans of the Diaspora
Obeng
The seminar explores the nature and composition of the African Diaspora and its changing meanings. Focusing on Africans in India and Pakistan, Oman, Britain, Belize, Martinique, Ecuador, and Costa Rica, we will examine the sociocultural connections among diasporic Africans such as the forced migrations of enslaved Africans and voluntary emigration of free-skilled Africans out of continental Africa. The seminar also explores the geopolitical, religious, and cultural factors that foster distinctive diasporic African identities and how these people constitute and contribute to global citizenry. Attention will be paid to the permeable boundaries of global politics, religion, economics, culture, and citizenry.

Prerequisite: One 200 level course of relevance to Africana Studies or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

Topic B: Seminar. Race Relations
Staff
NOT OFFERED IN 2008-09. Examination of the dimensions of prejudice, racism and Xenophobia as they exist in multi-racial societies. Exploration of their causes, developments and expressions through an analysis of the major works on race theory, comparative empirical studies, experiential exercises, group projects and discussions. Students will be encouraged to gain personal insight into the nature of prejudice-acquisition though socio-cultural processes and institutional developments as well as to understand the theoretical complexity of its nature. Issues studied will include a comparative study of racism and affirmative action policies in the United States, Brazil and South Africa and plans of action of United Nations Declarations and Conferences Against Racism.

Prerequisite: One 200 level course of relevance to Africana Studies or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

AFR 344 Advanced Africana Seminar

Cudjoe
NOT OFFERED IN 2008-09. This course examines through interdisciplinary approaches key texts that shape our understanding of Africana Studies. The major theories, ideas, issues and significant writings that shape Africana Studies will be examined. Consideration will also be given to approaches to Africana Studies, concepts of Afrocentricism and how the text that is selected allows us to understand the discipline in a more critical manner. This seminar will be placed within the poly-cultural, multi-racial and religiously plural landscapes of Africana people.

Prerequisite: One 200 level course of relevance to Africana Studies or permission of instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

AFR 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

AFR 350H Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

AFR 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

AFR 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

Attention Called

EDUC 335 Seminar. Urban Education

HIST 390 Race, Law, and Culture in Louisiana 1699-1904

For Credit Towards the Major

The following courses are offered as related work by other departments where they are described. Courses from this list may be counted toward the major, provided that a minimum of six courses is elected from the Africana Studies departmental offerings.

ARTH 211 African Art and Architecture

ARTH 241 Egyptian Art

FREN 218 Négritude, Independences, Women's Issues: Francophone Literature in Context

FREN 331 Desire, Sexuality, and Love in African Francophone Cinema

HIST 265 History of Modern Africa

MUS 209 A History of Jazz

POLI 337S Seminar. The Politics of Minority Groups in the United States

SOC 109 Race and Ethnicity: An Introduction to Sociology

SOC 209 Social Inequality

Directions for Election

A major in Africana studies requires nine units. An Africana studies major will choose one of four possible concentrations: Africa, the Caribbean, the United States, or a general Africana studies concentration. All of the four concentrations encompass the interdisciplinary approach of the department, while allowing students to focus on a particular area and gain expertise in one discipline. The first three courses of study focus on geographic areas; the fourth, designed in consultation with the student's advisor, allows the student to create a concentration on a particular salient aspect (e.g., Africana women or Africana arts) or issue (e.g., comparative race relations) in the Africana world.

Majors and minors must take 105 before undertaking specialized courses of study. This course provides an overview of the discipline of Africana studies, including its philosophical and historical foundations, and introduces students to its major fields of inquiry. Of the nine units required for an Africana studies major, at least two must be at the 300-level and 344 is strongly recommended. Ordinarily, not more than two units may be taken outside the department.

Africa: This program of study is designed to provide students with an interdisciplinary and integrated understanding of the peoples of the African continent, from its ancient foundation through its current geopolitical situation. However, to ensure students' breadth of knowledge of the Africana world, two courses that focus on a geographic area other than Africa are required. Six courses that focus on Africa are the foundation of this concentration: one course must be in history; one must be in a social science (economics, political science, sociology, anthropology, or psychology); one must be chosen from the humanities (literature, language, art, music, philosophy, and religion); and two should be chosen from a specific discipline. The following courses are appropriate for the Africa concentration:

History: AFR 105, [200], [319], 340, HIST 265

Social Sciences: AFR 204, [205], [213], [223], 235, 236, [245], 280, 297, 301, 306, 307, 318, 341.

Humanities: AFR 101-102, 202, 207, 211, 222, [231], [232], 251, ARTH 209, [238], 241, 316

FREN 218, 330, MUS 209, 224

The Caribbean: This program of study also provides students with an interdisciplinary knowledge of a particular geographic area: the Caribbean – its history, peoples, culture, and significance in the world system. As with the other concentrations, students focusing on the Caribbean are expected also to acquire some breadth of knowledge about the Africana world; thus, two courses focused on other areas are required. Of the five courses on the Caribbean, one must be a humanities course; one must be a social science; one must be a history course; and two must be chosen from one discipline. (See the African track for the specific disciplines considered "humanities" and "social sciences.") The following courses are appropriate for the Caribbean concentration:

History: AFR 216, [319], 340

Social Sciences: AFR 105, [245], [275], 299, 300, 306, Humanities: AFR 207, [210], [232], 234, 310, [335], FREN 218, 330, SPAN 269

The United States: As with the other concentrations, students who choose the United States should approach their study of African America through many disciplines. The concentration requires five courses focusing on the United States: one in history, one in the humanities, one in social science, and two in the discipline in which the student chooses to concentrate. (See the Africa concentration for the specific disciplines considered "humanities" and "social sciences.") To ensure students' breadth of knowledge of the Africana world, however, this track also requires two courses focused on one or more geographic areas other than the United States. The following courses are appropriate for the United States concentration:

History: AFR 105, 206, 208, 214, 239, [319], 340

Social Sciences: AFR [203], [214], [215], 217, [219], [220], [221], 225, [230], [305], [306], [315], POLI 337S

Humanities: AFR 150, 201, 212, 222, [233], [262], ARTH 322, ENG 320, MUS 209, 224, 300

General Africana studies: This concentration allows students to design a more eclectic focus in Africana studies or a focus that cuts across boundaries of geography and discipline, (e.g. Africana women's studies) or a discipline-focused course of study that is cross-cultural (e.g., Africana arts). Students must have their programs of study approved by their advisors. This program should demonstrate the same geographic and disciplinary breadth as the previous three (i.e., at least two geographic regions must be represented in the courses chosen; and at least one history course, one humanities, and one social science are required). Of the seven courses to be elected, at least three must be in one discipline.

For all concentrations, students are encouraged to gain first-hand experiential insights in the Africana world. Students in the Africa and Caribbean concentrations are encouraged to consider the Wintersession courses in Ghana and Jamaica. Those in the Africa or the Caribbean concentrations, are also strongly encouraged to consider study abroad programs in these geographic areas. Those focusing on the United States should consider spending a semester or year at an historically Black college or in a relevant U.S. internship. Credit toward the major may be given for such experiences when appropriate.

A minor in Africana studies will consist of five units, including one 300-level course. AFR 105 is strongly recommended. Minors are strongly encouraged to take courses in at least two geographic areas (e.g., the United States and the Caribbean) and in two or more disciplines. Minors are also encouraged to attend departmentally sponsored extracurricular lectures, especially those (required of majors) that focus on methodology.

Honors

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.3 and 3.5. See Academic Distinctions.

American Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Imber (Sociology)*

Assistant Professor: *Fisher*

Fellow: *Jeffries*

Advisory Board: *Cain (English), Creef (Women's Studies), Kodera (Religion), Lee (English), Reverby (Women's Studies), Shetley (English)*

American Studies is the academic area of inquiry that seeks an integrated and interdisciplinary understanding of American culture. Rooted in the traditional disciplines of literature and history, the field has evolved from its establishment in the 1930s to include artifacts, methodologies, and practitioners drawn from a wide variety of disciplines within the humanities, including political science, sociology, religion, anthropology, music, art history, film studies, architecture, women's studies, and other fields of inquiry.

The American Studies major seeks to understand the American experience through a multidisciplinary program of study. The requirements for the major are as follows: Nine units of course work are required for the major, at least six of which should be taken at Wellesley College. These courses include AMST 101, which should be completed before the end of the junior year; at least two courses in historical studies; one course in literature; one course in the arts; and one course from any one of the following three areas: social and behavioral analysis; or epistemology and cognition; or religion, ethics, and moral philosophy. Students are also expected to take at least two 300-level courses, one of which should be AMST 317, taken in the junior or senior year. AMST 350, 360 and 370 do not count towards this requirement.

To ensure some concentration in a field of American society and culture, at least three courses should be elected in one department. In consultation with the director, a student may choose to focus her concentration in an area or field, such as law, women, or Asian America, assembling her group of three or more courses in this topic from two or more departments. American Studies majors with an Asian American concentration are encouraged to take courses that specifically address Asian American issues, such as AMST 151, ENG 269, WOST 248, WOST 249.

Within this structure, students are encouraged to explore the diversity of American culture and the many ways to interpret it. Most courses at the College that are primarily American in content may be applied to the American Studies major. American Studies majors are encouraged to take as part of, or in addition to, their major courses, surveys of American history, literature, and art (for example, HIST 203/204, ENG 262/266, ARTH 231/232) and a course on the American Constitution and political thought (for example, POL4 340). In addition, students are urged to take one or more courses outside the major that explore the theory and methods of knowledge creation and production (for example, ECON 103/SOC 190, PHIL 345, POL 199, QR 180, SOC 301).

Honors

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

AMST 101 Introduction to American Studies

Fisher

An interdisciplinary examination of some of the varieties of American experience, aimed at developing a functional vocabulary for further work in American Studies or related fields. After a brief, intense review of American history, the course will direct its focus towards important moments in that history, investigating each of them in relation to selected cultural, historical, artistic, and political events, figures, institutions, and texts.

Prerequisite: This course is required of American Studies majors and should be completed before the end of the junior year.
Distribution: Historical Studies
Semester: Fall Unit: 1.0

AMST 151 The Asian American Experience

Creef (Women's Studies)

An interdisciplinary introduction to the study of Asian Americans, the fastest-growing ethnic group in North America. Critical examination of different stages of their experience from the "coolie labor" and "yellow peril" to the "model minority" and struggles for identity; roots of Asian stereotypes; myth and reality of Asian women; prejudice against, among, and by Asians; and Asian contribution to a more pluralistic, tolerant, and just American society. Readings, films, lectures, and discussions.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

AMST 152 Race, Ethnicity, and Politics in America

Jeffries

The politics of race and ethnicity in America are constantly shifting, due to demographic, political, and economic transformations. However, fundamental questions about the nature of racial and ethnic divisions in America help frame the investigation of race and ethnicity across historical contexts. Some of the questions that will guide our discussions are: Are racial and ethnic hierarchies built into American political life? Are episodes and regimes of racial injustice the result of economic structure or a shameful absence of political will? How do gender and class influence our understandings of racial and ethnic categorization and inequality? To what extent is racial and ethnic identification a matter of personal choice?

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

AMST 212 Korean American Literature and Culture

Widmer (East Asian Languages and Literatures)

NOT OFFERED IN 2008-09. The course introduces a group of fictional writings by Korean American writers. At the same time, it presents a series of articles on issues involving Korean

Americans. The point of both sets of offerings is to introduce issues affecting Korean Americans and set them into the spectrum of other aspects of American life. The reflections of class participants will be especially welcome, indeed essential in fleshing out the themes introduced through the readings and other means. Comparisons to developments within Korea will occasionally be introduced, but they are not of primary concern.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

AMST 240 The Rise of an American Empire: Wealth and Conflict in the Gilded Age

Fisher

An interdisciplinary exploration of the so-called Gilded Age and the Progressive era in the United States between the Civil War and World War I, emphasizing both the conflicts and achievements of the period. Topics will include Reconstruction and African-American experience in the South; technological development and industrial expansion; the exploitation of the West and resistance by Native Americans and Latinos; feminism, "New Women," and divorce; tycoons, workers, and the rich-poor divide; immigration from Europe, Asia, and new American overseas possessions; as well as a vibrant period of American art, architecture, literature, music, and material culture, to be studied by means of the rich cultural resources of the Boston area.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

AMST 315 Beats, Rhymes, and Life: Hip-Hop Studies

Jeffries

This course offers an intensive exploration of "hip-hop" studies where students learn about the history of hip-hop as a social movement and art form comprised of the following four elements: DJing, MCing, break dancing, and graffiti art. Once a common understanding of hip-hop's genesis and history is established, attention is turned to how hip-hop is studied in the academy. This section of the course features a wide range of interdisciplinary studies of hip-hop music and culture in order to demonstrate the different methodological and theoretical frames used in hip-hop scholarship. In the final section of the course, we focus on hip-hop-related debates and discussions in popular culture, such as black authenticity, non-black consumption of hip-hop, concerns about the new black "hyper-ghetto," prison, and the representation of sexism and gender scripts within hip-hop culture.

Prerequisite: Permission of the instructor. Preference given to American Studies majors and juniors and seniors.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

AMST 317 Seminar. Advanced Topics in American Studies

Shetley (English)

Topic for 2008-09: Westerns and Weepers. Westerns and "women's pictures" were staples of American filmmaking for decades; they were produced side-by-side throughout the heyday of the Hollywood studio system. Yet these two modes of filmmaking seem at first diametrically opposed, in terms of the audiences they address, the world they represent, and the values they espouse. This course will explore these two genres as potent shapers and definers of our ideas about American society, about masculinity and femininity, and about the possibilities of moral action. Among the films that may be studied are: *Stagecoach; Red River; Shane; High Noon; Ulzana's Raid; Unforgiven; Imitation of Life; Stella Dallas; Mildred Pierce; Now, Voyager; All that Heaven Allows.*

Prerequisite: Permission of the instructor. Enrollment is limited and preference is given to American Studies majors.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

AMST 317/ARTH 340 Seminar. Disneyland and American Culture

Bedell (Art History)

One of the most visited tourist attractions in the world, subject of thousands of books and articles, adored by millions yet reviled by many intellectuals, Disneyland has occupied a prominent place in American culture since it opened in 1955. This seminar will examine Disneyland as an expression of middle class American values, as a locus of corporatism and consumerism, as a postmodern venue, as a utopia, and as an influence upon architecture and urban design. In a broader sense, we will use Disney to explore the ideals, the desires, and the anxieties that have shaped post-World War II American culture. *Students may register for either AMST 317 or ARTH 340 and credit will be granted accordingly.*

Prerequisite: Permission of the instructor. Enrollment is limited and preference is given to Art and American Studies majors.
Distribution: Arts, Music, Theatre, Film, Video or Historical Studies
Semester: Spring Unit: 1.0

AMST 350 Research or Individual Study

Prerequisite: Open by permission of the director to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

AMST 360 Senior Thesis Research

Prerequisite: By permission of director. Students eligible for honors work and considering doing a thesis during their senior year should plan to identify a thesis advisor, specify their project, and aim to begin work before the end of their junior year. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

AMST 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

The following is a list of courses that may be included in an American studies major. If a student has a question about whether a course not listed here can count toward the major, or if she would like permission to focus her concentration on a topic studied in more than one department, she should consult the director.

AFR 201 The African American Literary Tradition

AFR 206 Introduction to African-American History (from 1500)

AFR 207 Images of Africana People through the Cinema

AFR 212 Black Women Writers

AFR 217 The Black Family

AFR 222 Images of Women and Blacks in American Cinema

AFR 225 Introduction to Black Psychology

AFR 229 Rap Music and the African American Poetical Tradition

AFR 239 Islam in Black America: From Slavery to the Present

AFR 266 Black Drama

AFR 310 Seminar. Black Literature. Topic A: Three Writers of the Harlem Renaissance; Topic C: Writers from the Diaspora

AFR 340 Seminar. Topics in African American History

ANTH 220 Identity and Community Formation: Asian American Perspectives

ARTH 205 Breaking Boundaries: The Arts of Mexico and the United States

ARTH 225 Modern Art Since 1945

ARTH 226 History of Photography: From Invention to Media Age

ARTH 228 Modern Architecture

ARTH 230 Frank Lloyd Wright and the American Home

ARTH 231 Architecture and Urbanism in North America

ARTH 232 American Painting

ARTH 236 Art, Architecture, and Culture in the Ancient Americas

ARTH 320 Seminar. American Architecture

ARTH 336 Seminar. Museum Issues

ARTH 340 Seminar. Topics in American Art

ECON 204 U.S. Economic History

ECON 215 Tax Policy

ECON 225 Urban Economics

ECON 232 Health Economics

ECON 238 Economics and Politics

ECON 243 The Political Economy of Gender, Race, and Class

ECON 310 Public Economics

ECON 318 Economic Analysis of Social Policy

EDUC 117 Diversity in Education

EDUC 212 Seminar. History of American Education

EDUC 215 Understanding and Improving Schools

EDUC 216 Education and Social Policy

EDUC 307 Classroom Ethnography and Discourse Analysis

EDUC 312 Seminar. History of Childhood and Child Welfare

EDUC 334 Seminar. Education, Immigration, and Social Mobility

EDUC 335 Seminar. Urban Education

EDUC 339/POLI 339S Seminar. The Politics of Urban Public Schools

ENG 114 Masterworks of American Literature

ENG 251 Modern Poetry

ENG 253 Contemporary American Poetry

ENG 262 American Literature to 1865

ENG 266 American Literature from the Civil War to the 1930s

ENG 267 American Literature from the 1940s to the Present

ENG 269 Asian American Literature

ENG 281 American Drama and Musical Theater

ENG 282 Topics in Literary Criticism. Topic A for 2008-09: Missing Persons: the Detective Story and American Literary Identities

ENG 283 Southern Literature

ENG 286 New Literatures I. Lesbian and Gay Writing from Sappho to Stonewall

ENG 320 Literary Cross Currents. Topic for 2008-09: Queer Modernisms (fall) and Ernest Hemingway and Orson Welles (spring)

ENG 363 Advanced Studies in American Literature. Topic for 2008-09: Herman Melville

ENG 365/SOC 365 Images of the American City

EXTD 126 Maritime History

FREN 229 America Through French Eyes: Perceptions and Realities

HIST 203 History of the United States, 1607 to 1877

HIST 204 History of the United States in the Twentieth Century

HIST 251 Continent in Crisis: North America During the Age of Revolution

HIST 252 Race, Ethnicity, and Difference in Early America

HIST 253 First Peoples: An Introduction to Native American History

HIST 257 Women, Gender, and the Family in American History

HIST 258 Freedom and Dissent in American History

HIST 291 Marching Toward 1968: The Pivotal Year

HIST 292 The Era of the Civil War and Reconstruction

HIST 316 Seminar. Authority and Authenticity in Native American History

HIST 317 Seminar. The Historical Construction of American Manhood, 1600–1900

HIST 326 Seminar. American Jewish History

HIST 390 Seminar. Race, Law, and Culture in Louisiana, 1699-1904

MUS 120 Jazz Theory

MUS 209 A History of Jazz

PHIL 210 Philosophy of Business

PHIL 222 American Philosophy

POL1 200 American Politics

POL1 210 Political Participation and Influence

POL1 212 Urban Politics

POL1 213 Washington Decision-Making (Wintersession)

POL1 215 Courts, Law, and Politics

POL1 311 The Supreme Court in American Politics

POL1 313 American Presidential Politics

POL1 314 Understanding How Congress Works

POL1 315 Public Policy and Analysis

POL1 316 Mass Media in American Democracy

POL1 317 Health Politics and Policy

POL1 318 Religion and Politics in Contemporary America

POL1 319S Seminar. Campaigns and Elections

POL1 324S Seminar. Gender and Law

POL1 330S Seminar. African Americans and the U.S. Political System

POL1 331S Seminar. Political Organizing: People, Power and Change

POL1 333S Seminar. Ethics and Politics

POL1 334 Disability in American Society: Politics, Policy, and Law

POL1 335S Seminar. The First Amendment

POL1 336S Seminar. Judicial Politics

POL1 337S Seminar. The Politics of Minority Groups in the United States

POL1 339S/EDUC 339 Seminar. The Politics of Urban Public Schools

POL3 227 The Vietnam War

POL3 328S Seminar. Selected Topics in World Politics: Anti-Americanism as Politics and Performance

POL4 340 American Political Thought

PSYC 230 Psychology of Law

REL 218 Religion in America

REL 220 Religious Themes in American Fiction

REL 221 Catholic Studies

REL 319 Seminar. Religion, Law, and Politics in America

SOC 205/WOST 211 American Families and Social Equality

SOC 209 Social Inequality

SOC 212 Comparative Sociology and Demography of the Family

SOC 218 Religion in Contemporary Society

SOC 306/WOST 306 Women and Work

SOC 311/WOST 311 Seminar. Family and Gender Studies: The Family, the State, and Social Policy

SOC 314 Medical Sociology and Social Epidemiology

SOC 333 Seminar. Special Topics in Popular Culture

SOC 348 The Sociology of Conservatism

SOC 365/ENG 365 Images of the American City

SPAN 245 Ethnic Passions

SPAN 255 Chicano Literature: From the Chronicles to the Present

SPAN 305 Seminar. Hispanic Literature of the United States

THST 210 Echoes of the Homeland

WOST 211/SOC 205 American Families and Social Equality

WOST 214 Women, Reproduction and Health

WOST 216 Women and Popular Culture: Latina Nannies and the Latina Sex Pot

WOST 217 Growing up Gendered

WOST 219 Gender in the Workplace

WOST 220 American Health Care History in Gender, Race, and Class Perspective

WOST 222 Women in Contemporary American Society

WOST 223 Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film

WOST 248 Asian American Women Writers

WOST 249 Asian American Women in Film and Video

WOST 305 Seminar. Representations of Women of Color

WOST 306/SOC 306 Women and Work

WOST 307 Imaging Asian/Asian American Women

WOST 308 The Changing Law, the New Family, and the State

WOST 311/SOC 311 Seminar. Family and Gender Studies: The Family, the State, and Social Policy

WOST 315 Seminar. Coalitions, Institutions, and Individual Identities

WOST 317 Seminar. History of Sexuality: Queer Theory

WOST 324 Seminar. History, Memory, and Women's Lives

WOST 326 Crossing the Border(s): Narratives of Transgression

Department of Anthropology

Professor: *Kohl (Chair–Spring)*

Associate Professor: *Karakasidou*^{A2} *(Chair–Fall)*

Assistant Professor: *Van Arsdale*

Lecturer: *Ruf*

Visiting Lecturer: *Fox Tree*

Anthropology literally means the "study of humanity." It is perhaps the most broadly conceived social science, typically being subdivided into four main sub-fields: 1) cultural anthropology—the cross-cultural comparative study of human cultures, including the analysis of the core features of societies (e.g., subsistence strategies, kinship systems, religion, gender roles, etc.); 2) prehistoric archaeology—the study of human cultural evolution from the Old Stone Age to the emergence of complex literate societies; 3) physical/biological anthropology—the study of human physical evolution and the analysis of the contemporary biological diversity of Homo sapiens, examining critically the biological and social significance of human racial diversity; and 4) linguistic anthropology—the cross-cultural study of human languages—their origins, historical relations, and the interaction between language and culture, including how linguistic tools and concepts help us understand culture.

ANTH 104 Introduction to Cultural and Social Anthropology

Ruf, Fox Tree

A comparative approach to the concept of culture and an analysis of how culture structures the worlds we live in. The course examines human societies from their tribal beginnings to the postindustrial age. We will consider the development of various types of social organization and their significance based on family and kinship, economics, politics, and religion.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

ANTH 203 Indigenous People, Global Development, and Human Rights

NOT OFFERED IN 2008-09. The course focuses on the processes and consequences of the encroachment of Western societies on indigenous peoples. We will examine issues raised by colonial enterprises that continue to be crucial to the current situations of indigenous societies vis-à-vis nation-states: political power, economic development, cultural difference, gender relations, health, education and religion. We will study ethnographic cases drawn from different parts of the world and analyze these topics from a historical and comparative perspective. Special attention will be given to indigenous peoples and ongoing struggles in Latin America. Key to this course will be issues of indigenous autonomy, development, and rights within human rights movements, international law, and global politics.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 204 Physical Anthropology

Van Arsdale

This course will examine the evolutionary foundations of human variability. This theme is approached broadly from the perspectives of anatomy, paleontology, genetics, primatology, and ecology. For this purpose, the course will address the principles of human evolution, fossil evidence, behavior, and morphological characteristics of human and non-human primates. Explanation of the interrelationship between biological and sociobehavioral aspects of human evolution, such as the changing social role of sex, are discussed. In addition, human inter-population differences and environmental factors that account for these differences will be evaluated.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ANTH 206 Archaeology

Kohl

A survey of the development of archaeology. The methods and techniques of archaeology are presented through an analysis of excavations and prehistoric remains. Materials studied range from early hominid sites in Africa to the Bronze Age civilizations of the Old World and the Aztec and Inca empires of the New World. Students are introduced to techniques for reconstructing the past from material remains. The course includes a field trip to a neighboring archaeological site.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ANTH 207 Hominid Evolution

Van Arsdale

The hominid fossil record provides direct evidence for the evolution of humans and our ancestors through the past 5-7 million years. This will provide an overview of human evolutionary history from the time of our last common ancestor with the living great apes up through the emergence of "modern" humans. Emphasis is placed on evolutionary mechanisms, and context is provided through an understanding of the pre-human primates. The human story begins with origins and the appearance of unique human features such as bipedality, the loss of cutting canines, the appearance of continual sexual receptivity, births requiring midwifery, and the development of complex social interactions. An early adaptive shift sets the stage for the subsequent evolution of intelligence, technology, and the changes in physical form that are the consequence of the unique feedback system involving cultural and biological change.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ANTH 208 Archaeological Science

Lechtman (at MIT)

An introduction to scientific techniques used in contemporary archaeology. Using a case study format, faculty from the Boston-wide Center for Materials Research Archaeology and Ethnology (CMRAE) present different methods for studying such topics as reconstruction of ancient environments; dating techniques; assessing the diets of ancient populations; and sourcing artifacts through chemical and physical analyses.

Prerequisite: One year college-level physics or chemistry (or equivalent, by permission of the instructor).
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

ANTH 209 Forensic Anthropology

Van Arsdale

The identification of human remains for criminological and political purposes is widespread. This course explores issues in the identification and interpretation of human bones including methods for determining sex, age, stature, and ancestry as well as for identifying pathologies and anomalies. The course will pay particular attention to those anatomical elements, both soft tissue and bones, that aid in the reconstruction of individuals and their lifestyles. In addition, the course explores search and recovery techniques, crime scene analysis, the use of DNA in solving crimes, and the role of forensic anthropology in the investigation of mass fatalities from both accidents and human rights violations. It also addresses ballistics and the use of photography in forensic investigation.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ANTH 211/RAST 211 Wintersession Program in the Republic of Georgia

Kohl

Students travel to Tbilisi, Georgia for Wintersession. They attend lectures in English at Tbilisi State University on Georgian history, language and culture and on contemporary political developments there and visit sites of historical interest in and around Tbilisi. They live with Georgian families and spend three weeks completing a self-designed internship with a local organization. *Students may register for either ANTH 211 or RAST 211 and credit will be granted accordingly. Not offered every year. Subject to Dean's Office approval.*

Prerequisite: One course in anthropology or Russian area studies. Application required.
Distribution: Social and Behavioral Analysis or Historical Studies
Semester: Wintersession Unit: 0.5

ANTH 214 Race and Human Variation

Van Arsdale

This is a course about race concepts and human biological variation, viewed from historical and biological perspectives. This course thus has two intertwined emphases. One is placed on the historical connection between science and sociopolitical ideologies and policies. The other is on the evolutionary origin of human biological and cultural diversity. Through lecture and discussion section, topics explored include the role of polygenism, historically and in current scientific thought; biological determinism and scientific racism; the Holocaust and other examples of "applied biology"; and the role of the race concept in current scientific debates, such as those over the place of the Neanderthals in human evolution, as well as those over the book *The Bell Curve.* The course seeks to guide students through a critical exercise in studying the evolutionary origins of contemporary human biological variation and its close relationship with scientific and popular concepts of race.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ANTH 217 Peoples, Histories, and Cultures of the Balkans

NOT OFFERED IN 2008-09. The Balkan region has been a major trade and cultural crossroads for millennia and encompasses a variety of landscapes, peoples, and cultures. We will read authoritative historical studies and ethnographies as well as short stories, poetry, books of travel and fiction. We will consider the legacy of the classical world, the impact of Islam, the emergence of European commercial empires, the impact of the European Enlightenment in national movements, the emergence of modernization, and the socialist experiments in the hinterlands. The course offers a critical overview of the politics of historical continuity and the resurgence of Balkan nationalisms during the last decade of the twentieth century.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 218 Everyday Life in South Asia

Lynch (Olin)

NOT OFFERED IN 2008-09. This course is an anthropological introduction to South Asia, with an emphasis on India and Sri Lanka. It focuses on the daily lives and experiences of real people as portrayed in ethnographies, novels, and films. The emphasis will be on the dynamics of power in which everyday lives are embedded. Topics include labor, gender, modernity, ethnicity, development, and globalization. Specific cases include practices of childbirth in South India, masculinity and ethnic identity in Sri Lanka, damming and displacement along the Narmada River, global garment production in Sri Lanka, and the Bhopal chemical disaster.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 220 Identity and Community Formation: Asian American Perspectives

NOT OFFERED IN 2008-09. This course offers analytic tools for grappling with the historical and contemporary complexities of Asian American identification and community formation. Each section of this course introduces students to different theoretical frames for exploring the meaningful contours of the term "Asian American" in relation to other racialized and ethnic groups in the U.S. We will pay particular attention to the historical conditions and ongoing processes for the social formation of persons and collectivities under the rubric of "Asian American" as well as examine multiplicities, contradictions, and gaps of Asian American identifications and politics. Students will learn to critically think about Asian American identification in the wider contexts of orientalism, U.S. imperialism and nationalism, racialization and racism, state governmentality, economic restructuring, transnationalism and other social processes.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 222/PEAC 259 Redressing Savagery: The Cultural Performance of Peace and Aggression

Fox Tree

Societies have long used the supposed savagery of dehumanized "others" to justify wars, while re-framing their own warfare as less savage, or even constructive. This course uses anthropological concepts to explore this central irony of war and related collective injustices by deconstructing cultural notions of savagery and by examining how savagery can be redressed, both in the restorative sense of atonement and compensation and in the sense of deceptive re-clothing that conceals continuing abuses. Students will analyze artistic, testimonial, philosophical, and popular notions of savagery and redress. Specific cases include the Trojan War, colonization of the Americas, internment, genocide, the war on terror, and ongoing nation-building projects. *Students may register for either ANTH 222 or PEAC 259 and credit will be granted accordingly.*

Prerequisite: One course in either Anthropology or Peace and Justice Studies.
Distribution: Social and Behavioral Analysis or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

ANTH 223 Contemporary Chinese Society

NOT OFFERED IN 2008-09. This course draws from anthropological and cultural-historical frameworks to explore the contemporary terrain of China in relation to an emergent "New World (Dis)Order." While introducing students to key concepts and major historical developments in twentieth-century China, the course will focus largely on ethnographic studies of social change and everyday life betwixt and between the Mao (1949–1978) and Post-Mao (1978–present) eras. Topics examined include nation-building, Chinese modernities, capitalist development, gendered desires, class inequalities, religious revivalism and cosmopolitan identities. Students will be asked to critically and creatively think about change and continuity in contemporary China not only in terms of the organization of Chinese political institutions, but also in relation to the role of Chinese diasporic populations and other transnational and globalizing forces in producing spatial-temporal imaginaries.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 232 Anthropology of the Media

NOT OFFERED IN 2008-09. This course introduces students to key analytic frameworks through which media and the mediation of culture have been examined. Using an anthropological approach, students will explore how media as representation and as cultural practice have been fundamental to the (trans)formation of modern sensibilities and social relations. We will examine various technologies of mediation—from the Maussian body as "Man's first technical instrument" to print capitalism, radio and cassette cultures, cinematic and televisual publics, war journalism, the digital revolution and the political milieu of spin and public relations. Themes in this course include 1) media in the transformation of the senses, 2) media in the production of cultural subjectivities and publics, and 3) the social worlds and cultural logics of media institutions and sites of production.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 233 Language and Culture

NOT OFFERED IN 2008-09. An introduction to linguistic anthropology. We will explore the interaction of language and culture, learning how anthropology adds to our understandings of language, and how linguistic tools and concepts likewise help us understand culture. Topics to be examined include the nature, origin, and history of language; folk understandings of language; orality vs. literacy; how culture mediates communication, cognition, and meaning; the ethnography of speaking; language's mediation of gender and ethnic/racial/national identity; the politics of bilingualism; and the power of language. Case studies will deal with languages from around the world, with emphasis on the Americas. Assignments (including basic fieldwork) will offer training in linguistic-anthropological methodologies.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 234/ES 234 Cultural Ecology

NOT OFFERED IN 2008-09. This course explores theoretical and methodological issues in the study of human culture and social activity in relation to ecological systems and the environment. Readings include both classic studies as well as contemporary research, with particular emphasis placed on the various dimensions and scales of social organization and activity, and on the role of cultural, religious, and political institutions in shaping ecological relationships as well as economic behavior. *Students may register for either ANTH 234 or ES 234 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 238 The Vulnerable Body: Anthropological Understandings

NOT OFFERED IN 2008-09. This course begins with the assumption that the human body is a unit upon which collective categories are engraved. These categories can vary from social values, to religious beliefs, to feelings of national belonging, to standards of sexuality and beauty. Readings in this course will concentrate around the classic and recent attempts in the social and historical sciences to develop ways of understanding this phenomenon of "embodiment." We will begin with an overview of what is considered to be the "construction" of the human body in various societies and investigate how the body has been observed, experienced, classified, modified, and sacralized in different social formations.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 242 "Civilization" and "Barbarism" during the Bronze Age, 3500–2000 B.C.E.

NOT OFFERED IN 2008-09. A review of the earliest emergence of state-stratified societies in the Old World (Pharaonic Egypt, Mesopotamia, the Indus Valley, and Shang China) and their integration through trade, conflict, migrations, and diffusions of technologies, particularly metalworking, with neighboring illiterate societies on their peripheries. The course concludes with a comparison with core-periphery relations in pre-Columbian Mesoamerica and Peru.

Prerequisite: None
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 247 Societies and Cultures of Eurasia

Kohl

A survey of the non-Russian, largely non-European peoples of the former Soviet Union (particularly ethnic groups in Transcaucasia, Central Asia, and Siberia). The course will review how traditional cultures in these areas changed during the years of Soviet rule and will examine the problems they face today with newly gained independence or greatly increased autonomy. Nationality policies of the former Soviet Union will be discussed with a particular emphasis on how they affect the current territorial disputes and conflicts among different ethnic groups (e.g., the undeclared war between Armenia and Azerbaijan over the enclave of Nagorno-Karabagh).

Prerequisite: One unit in anthropology, economics, history, political science, or sociology.
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ANTH 250 Research or Individual Study

Prerequisite: 104 and permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ANTH 250H Research or Individual Study

Prerequisite: 104 and permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 0.5

ANTH 251 Cultures of Cancer

Karakasidou

This course critically examines cancer as a pervasive disease and a metaphor of global modern cultures. Students will be exposed to the ways cancer is perceived as a somatic and social standard within locally constructed cognitive frameworks. They will investigate the scientific and emotional responses to the disease and the ways cancer challenges our faith and spirituality, our ways of life, notions of pollution and cleanliness and our healing strategies. This approach to cancer is comparative and interdisciplinary and focuses on how specialists in different societies have described the disease, how its victims in different cultures have narrated their experiences, how causality has been perceived, and what interventions (sacred or secular) have been undertaken as therapy and prevention.

Prerequisites: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ANTH 256 A History of Archaeological Thought

Kohl

A History of Archaeological Thought is an intermediate level course intended to introduce students to the development of archaeological theory from the early nineteenth-century realization that the remote past could be reconstructed solely on the basis of the archaeological record to later developments, such as attempts to identify ethnic/linguistic groups exclusively from material remains. It will trace the emergence of archaeology as a sub-field within anthropology and its continuing close interaction with broader developments in anthropological theory. The course contrasts perspectives that emphasize internal social evolution and adaptation to local environmental settings with post-modern responses that stress multiple perspectives on a contingent past. Students will be introduced to different theoretical approaches to interpreting the archaeological record, such as cultural ecology, feminist or engendered archaeology, Marxist historical materialism, world systems theory, and so-called symbolic/cognitive archaeology. The suitability of these theoretical approaches for interpreting the archaeological record will be critically examined.

Prerequisite: 104 or 206 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ANTH 260 Cultures and Peoples of Mesoamerica

Fox Tree

This course explores the complex history, politics, and cultures of the region that includes Mexico, Guatemala, El Salvador, Honduras, Belize, and Nicaragua. Critically examining diverse scholarship, we will examine ancient, colonial, and "post-colonial" Mesoamerican civilizations, and their continuing influence on North American society. Topics include the legacies of pre-Hispanic civilizations; colonization and conflict; indigenous identity and activism; political-economic changes; ethnicity and gender; and transnational flows of people, commodities, and ideas. Special attention is given to the Maya Area and to recent political and cultural activism in Chiapas, Guatemala, and Mesoamerican enclaves in North America. Lectures, readings, and discussions will draw parallels to other parts of the world.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ANTH 269 Anthropology of Gender, Marriage, and the Family

NOT OFFERED IN 2008-09. An examination of the variations in gender and family life globally. Comparisons of patterns of behavior and belief systems surrounding marriage, sexuality, parenthood, male and female power, and masculine and feminine temperament. Emphasis on the ways kinship and family life organize society and the ways gender is constructed in conjunction with other identities such as race, class, and nationality. Discussion of the cultural context of male violence against women and women's rights as human rights.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 300 Ethnographic Methods and Ethnographic Writing

Ruf

An exploration of anthropological research and writing through the analytical and practical study of "fieldwork" and "ethnography." Examines a variety of anthropological research methods and genres of representation paying particular attention to questions of knowledge, location, evidence, ethics, power, translation, experience, and the way theoretical problems can be framed in terms of ethnographic research. Students will be asked to apply critical knowledge in a fieldwork project of their own design.

Prerequisite: 301 or two 200-level units in anthropology, economics, history, political science, or sociology, or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ANTH 301 History and Theory in Anthropology

Karakasidou

This course introduces students to contemporary anthropology by tracing its historical development and its specific application in ethnographic writing. It examines the social context in which each selected model or "paradigm" took hold and the extent of cognitive sharing, by either intellectual borrowing or breakthrough. The development of contemporary theory will be examined both as internal to the discipline and as a response to changing intellectual climates and social milieu. The course will focus on each theory in action, as the theoretical principles and methods apply to ethnographic case studies.

Prerequisite: Two 200-level units in anthropology, economics, history, political science, or sociology, or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ANTH 305 Ethnographic Film

NOT OFFERED IN 2008-09. This seminar explores ethnographic film as a genre for representing "reality," anthropological knowledge and cultural lives. We will examine how ethnographic film emerged in a particular intellectual and political economic context as well as how subsequent conceptual and formal innovations have shaped the genre. We will also consider social responses to ethnographic film in terms of 1) the contexts for producing and circulating these works, 2) the ethical and political concerns raised by cross-cultural representation and 3) the development of indigenous media and other practices in conversation with ethnographic film. Throughout the course, we will situate ethnographic film within the larger project for representing "culture," addressing the status of ethnographic film in relation to other documentary practices including written ethnography, museum exhibitions and documentary film.

Prerequisite: 301 or two 200-level units in anthropology, cinema and media studies, economics, history, political science, or sociology or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 319 Nationalism, Politics, and the Use of the Remote Past

NOT OFFERED IN 2008-09. This seminar critically examines the use of prehistory and antiquity for the construction of accounts of national origins, historical claims to specific territories, or the biased assessment of specific peoples. The course begins with an examination of the phenomenon of nationalism and the historically recent emergence of contemporary nation-states. It then proceeds comparatively, selectively examining politically motivated appropriations of the remote past that either were popular earlier in this century or have ongoing relevance for some of the ethnic conflicts raging throughout the world today. The course will attempt to develop criteria for distinguishing credible and acceptable reconstructions of the past from those that are unbelievable and/or dangerous.

Prerequisite: One 200-level unit in anthropology, economics, political science, sociology, or permission of the instructor.
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 340 Gendered Violations

NOT OFFERED IN 2008-09. This course joins an anthropological perspective on the construction of gender with an analysis of the forms of intervention which have developed to confront and change gendered violations of women. The course will focus on domestic violence, sexual assault, and sexual harassment and their relationship to the cultural construction of masculinity and femininity in various cultural contexts. The course is experimental in combining social science research and analysis with questions about policy making and intervention into this problem, focusing particularly on the use of law and education.

Prerequisite: Two 200-level units in anthropology, economics, history, political science, or sociology, or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 344 The Middle East: Anthropological Perspectives

Kohl

This course discusses traditional subsistence economies (e.g., irrigation agriculture, pastoral nomadism) and tribal forms of social organization and analyzes their transform with the emergence of independent territorial nation-states and the advent of oil wealth during the twentieth century. The course considers different sects and expressions of Islam in specific countries and discusses kinship structures and family relationships, including the varying roles of women in specific societies. Contemporary political and economic issues and conflicts in Afghanistan, Iran, Turkey, Iraq, and Israel/Palestine will be studied from an anthropologically-informed perspective of cultural continuity and change and the continuous refashioning of religious, ethnic, and national identities over time.

Prerequisite: Normally open to students who have taken a grade II unit in anthropology and/or a grade II unit in a relevant area/subject matter. Not open to students who have taken [ANTH 244].
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ANTH 350 Research or Individual Study

Prerequisite: Open by permission of the instructor to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ANTH 350H Research or Individual Study

Prerequisite: Open by permission of the instructor to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 0.5

ANTH 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ANTH 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

For Credit Toward the Major

AFR 235 Societies and Cultures of Africa

LING 114 Introduction to Linguistics

PEAC 259 Peace and Conflict Resolution

WOST 205 Love and Intimacy: A Cross-Cultural Perspective

WOST 209 Framing the Body through Feminist Theory

Attention Called

AFR 226 Environmental Justice, Race, and Sustainable Development

ARTH 236 Art, Architecture, and Culture in the Ancient Americas

Directions for Election

For students entering in the fall of 2007 and later, a major in anthropology consists of a minimum of nine units (which may include courses from MIT's anthropology offerings), of which 104, either 204 or 206, 300 and 301 are required. For students who entered prior to fall of 2007, a major in anthropology consists of a minimum of eight units (which may include courses from MIT's anthropology offerings), of which 104, 300 and 301 are required. Students may also elect other relevant statistics or calculus courses, depending on the particular need and interest of the student. Majors are encouraged to take other courses that have a cultural or multicultural focus.

A minor in anthropology consists of five units: 104, two 200-level courses, and two 300-level courses. Students minoring in anthropology are encouraged to choose at least one ethnographic area course and at least one course which focuses on a particular theoretical problem.

Honors

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Arabic

For Elementary and Intermediate Arabic see Middle Eastern Studies.

Architecture

AN INTERDEPARTMENTAL MAJOR

Director: *McGibbon*[A2] *(Studio Art), Harvey*[A1] *(Studio Art), Friedman (Art History)*

A major in architecture offers the opportunity for study of architectural history and practice through an interdisciplinary program. Following the ancient Roman architect, Vitruvius' advice on the education of the architect, the program encourages students to familiarize themselves with a broad range of subjects in the humanities, sciences, and social sciences. Students may also elect courses in studio art, mathematics, and physics which lead to the appreciation of the principles of design and the fundamental techniques of architecture.

Although courses at MIT are not required for the major, the MIT-Wellesley exchange provides a unique opportunity for students to elect advanced courses in design and construction. Students are also encouraged to consider travel or study abroad as important aspects of their education in architecture, and to take advantage of the wide resources of the College and the Department of Art in pursuing their projects.

Each student designs her program of study individually in consultation with the directors. Majors are required to take ARTH 100-101 and ARTS 105. In addition, four units of course work above the 100 level and two 300-level units of course work must be taken in the Department of Art. At least three of these art units (including one at the 300 level) must be taken at Wellesley College. In extraordinary circumstances, students who meet the college's eligibility requirements for honors may, with the permission of the co-directors, elect 360/370 independent work as a path to honors. This is the program's only path to honors.

Students typically include selections from the list below in their core programs.

ARCH 301 Introduction to AutoCAD 2008

Staff

This studio intensive explores the use of computer aided design and drafting techniques. It provides students with a basic working knowledge of AutoCAD 2008 and its applications in architecture and design. *Not offered every year. Subject to Dean's office approval.*

Prerequisite: ARTS 105, plus two 200-level courses in: either architectural history, drawing, or design, or MIT studio (at least one of these must be a studio art course). Preference to architecture majors.
Distribution: None
Semester: Wintersession Unit: 0.5

ARCH 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ARCH 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ARCH 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

For Credit Toward the Major

History of Art

ARTH 100 Introduction to the History of Art Part I: Ancient and Medieval Art

ARTH 101 Introduction to the History of Art Part II: Renaissance to the Present

ARTH 200 Architecture and Urban Form

ARTH 201 Medieval Art and Architecture

ARTH 211 African Art and Architecture

ARTH 227 Islamic Architecture in the Age of the Caliphates

ARTH 228 Modern Architecture

ARTH 230 Frank Lloyd Wright and the American Home

ARTH 231 Architecture and Urbanism in North America

ARTH 235 Landscape and Garden Architecture

ARTH 236 Art, Architecture, and Culture in the Ancient Americas

ARTH 237 Art, Architecture, and Culture in Post-Conquest Mexico

ARTH 240 Asian Art and Architecture

ARTH 243 Roman Art and the Roman Empire

ARTH 244 Sixteenth-Century Art in Italy

ARTH 247 Islamic Art and Architecture

ARTH 259 The Art and Architecture of the European Enlightenment

ARTH 261 Modernisms in Art and Architecture

ARTH 268 Art, Architecture, and Pilgrimage in the Medieval World

ARTH 309 Seminar. Problems in Architectural History

ARTH 310 Renaissance Architecture, Material Culture, and Urban Form

ARTH 318 New England Arts and Architecture

ARTH 320 Seminar. American Architecture

ARTH 325 Seminar. Rococo and Neoclassical Interiors

ARTH 330 Seminar. Italian Renaissance Art

ARTH 332 Seminar. Topics in Medieval Art

ARTH 338 Seminar. Topics in Latin American Art

ARTH 340 Seminar. Topics in American Art

Studio Art

ARTS 105 Drawing I

ARTS 109 Basic Two-Dimensional Design

ARTS 113 Basic Three-Dimensional Design

ARTS 207 Sculpture I

ARTS 216 Spatial Investigations

ARTS 217 Life Drawing

ARTS 219 Introductory Print Methods: Lithography/Monotype

ARTS 220 Introductory Print Methods: Intaglio/Relief

ARTS 221 Digital Imaging

ARTS 307 Sculpture II

ARTS 313 Virtual Form

ARTS 314 Advanced Drawing

ARTS 317 Seminar. Topics in the Visual Arts

ARTS 322 Advanced Print Concepts

MIT

4.111* **(formerly 4.101*)** Experiencing Architecture Studio

4.112*(formerly 4.191*) Integrated Architecture Design Studio **or 4.12A** (a IAP version of the same course)

4.113 Applied Architecture Design Studio

4.411 Building Technology Lab

4.401 Introduction to Building Technology

4.500 Introduction to Design Computing

4.114 Applied Architectural Design Studio II

4.115 Applied Architectural Design Studio III

4.440 Basic Structural Design

***Note:** courses marked with * are counted "within the Department of Art"; all others are counted as courses outside the department.

Mathematics

MATH 115 Calculus I

MATH 116 Calculus II

MATH 120 Calculus IIA

MATH 205 Multivariable Calculus

Note: More advanced courses may also be counted toward the major.

Physics

PHYS 104 Fundamentals of Mechanics with Laboratory

PHYS 107 Principles and Applications of Mechanics with Laboratory

Note: More advanced courses may also be counted toward the major.

Department of Art

Professor: *Berman, Carroll, Dorrien[A], Friedman, Harvey[A1], Marvin[A2], McGibbon[A2], Mekuria*

Associate Professor: *Black (Director of Studio Art), Liu (Chair), Musacchio*

Assistant Professor: *Bedell, Martin, Rivera, Tohme[A]*

Adjunct Assistant Professor: *Rhodes*

Senior Lecturer: *Meng[A], Mickenberg, Oles*

Lecturer: *Hyacinthe, Janowitz*

Visiting Lecturer: *Lieu, Malakoff, Olsen*

Mellon Postdoctoral Fellow: *Cummings*

Administrative Teaching Staff: *McNamara, Mowbray, Rogers, Ruffin*

The Department of Art offers majors in the history of art and studio art as well as minors in the history of art and studio art. It is also possible to double major in studio art and the history of art.

The art department encourages students to explore opportunities for study abroad. For further information on study abroad programs, please see your advisor as well as the Office for International Studies.

Students with disabilities who will be taking art courses and need disability-related classroom or testing accommodations are encouraged to meet with the department chair to make arrangements.

History of Art

ARTH 100 Introduction to the History of Art Part I: Ancient and Medieval Art

Staff

A broad multicultural survey of the art of the ancient and medieval worlds. This team-taught course focuses upon major monuments and masterpieces, including the Egyptian pyramids, the temples and sculptures of Greece and Rome, the Buddhist shrines of India, the painted scrolls of China and Japan, the mosques of the Islamic Near East, and the Gothic cathedrals of Europe. Two lectures and one conference per week. Conferences emphasize the interpretation of original works of art, and offer hands-on sampling of historical materials and techniques. *Required course for all art history, architecture, and studio art majors, who should plan to elect both ARTH 100 and 101 in their first or second year at Wellesley.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 100/WRIT 125 Introduction to the History of Art Part I: Ancient and Medieval Art

Bedell, Rhodes

See description for ARTH 100 above. Students in this section of ARTH 100 will attend the same twice-weekly lectures as the other ARTH 100 students, but their assignments will be different, and they will attend two special WRIT 125 conferences each week instead of the regular ARTH 100 conferences. Through writing about art, students in 100/125 will develop skills in visual and critical analysis. Enrolling in this course automatically enrolls one in ARTH 100. There is no need to register separately for either ARTH 100 or an ARTH 100 conference. *This course satisfies the WRIT 125 requirement and counts as a unit towards a major in art history, architecture, or studio art.*

Prerequisite: None. Open only to first-year students.
Distribution: Arts, Music, Theatre, Film and Video
Semester: Fall Unit: 1.0

ARTH 101 Introduction to the History of Art Part II: Renaissance to the Present

Staff

A foundation course in the history of art from Michelangelo to media culture. This team-taught course introduces the visual cultures of Europe, Africa, and the Americas beginning with the Renaissance, using key issues and monuments as the focus of discussion. Two lectures and one conference per week. Weekly conferences emphasize observational and analytical skills and are normally given in the Davis Museum and Cultural Center. *Required course for all art history, architecture, studio art, and media arts and sciences majors, who should plan to elect both ARTH 100 and 101 in their first or second year at Wellesley.*

Prerequisite: ARTH 100 and 101 can be selected separately, but students are advised to elect 100 before 101.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 101/WRIT 125 Introduction to the History of Art Part II: Renaissance to the Present

Rhodes

See description for ARTH 101 above. Students in this section of ARTH 101 will attend the same twice-weekly lectures as the other ARTH 101 students, but their assignments will be different, and they will attend two special WRIT 125 conferences each week. Through writing about art, students in 101/125 will develop skills in visual and critical analysis. *This course satisfies the WRIT 125 requirement and counts as a unit towards a major in art history, architecture, studio art, or media arts and sciences.*

Prerequisite: None. Open only to first-year students.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 200 Architecture and Urban Form

Friedman

NOT OFFERED IN 2008-09. An introduction to the study of architecture and the built environment.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 201 Medieval Art and Architecture

Staff

This course aims to develop an understanding of the major artistic cultures of medieval Europe and the Mediterranean. Topics include: responses to artistic and architectural heritage, religious art and architecture, the ceremonial art and architecture of medieval palaces, domestic art, manuscript illumination, as well as cultural contacts between and among various groups. *Normally offered in alternate years.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 205 Breaking Boundaries: The Arts of Mexico and the United States

Bedell, Oles

NOT OFFERED IN 2008-09. An artificial boundary has long divided the art histories of Mexico and the United States, placing them in separate textbooks, classes, and exhibitions. This lecture course breaks that model. We will compare and contrast the arts of these two nations, beginning with the independence movements of the eighteenth century and ending with the rise of modernism in the 1950s. Topics include representations of native peoples, responses to the machine age, and the battle of women artists like Frida Kahlo and Georgia O'Keeffe for a respected place in the art world.

Prerequisite: None. ARTH 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 209 Topics in West African Art

NOT OFFERED IN 2008-09.

Prerequisite: ARTH 101 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 210 Secrecy in African Art: Hidden Knowledge, Palpable Form

Hyacinthe

A primary component of traditional African art is secrecy in its various multivalent manifestations. The dynamic effects the artistic production and the formal properties works of art take, the performance styles and decorum of ritual dance, and the display methods of sculptural forms. The course will explore secrecy's intricacies by investigating various traditional artistic contexts in which it figures prominently, from artistic apprenticeships to sculpture, architecture and performance. Important to our analysis will be the scholarship of key writers on the subject including Allen and Mary Nooter Roberts and Suzanne Blier.

Prerequisite: ARTH 101 recommended
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 211 African Art and Architecture

NOT OFFERED IN 2008-09. A survey of the art and architecture of Africa, from ancient times to the present. The course will consider the traditional arts and contemporary developments, as well as issues of display and exhibition. Museum visits to the Peabody Museum at Harvard, the MFA in Boston, and the Museum of African Art in New York.

Prerequisite: None. ARTH 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 218 From Van Eyck to Bruegel: Painting in the Netherlands in the Fifteenth and Sixteenth Centuries

Carroll

Focusing on the works of Jan van Eyck, Hieronymus Bosch, and Peter Bruegel the Elder, this course surveys the development of devotional panel painting and the emergence of the independent genres of portraiture, landscape, and scenes from daily life. Of special interest will be the changing role of art in an era of momentous political and religious change, and the ways in which that change is registered in the works of these particularly "engaged" artists.

Prerequisite: ARTH 100 or 101 or permission of the instructor.
Distribution: Arts, Music, Theater, Film, Video
Semester: Fall Unit: 1.0

ARTH 219 Nineteenth-Century Arts from the French Revolution to Impressionism

NOT OFFERED IN 2008-09. A lecture course on art in France from the upheavals of the 1789 Revolution and the legacy of the Enlightenment, through Impressionism's challenge to canonical art practices, concluding with the radical *fin-de-siècle* movements and their implications for the development of modern art. This course will consider painting, sculpture, prints and photography in relation to notions of nationalism and history, the avant-garde and revolutionary politics, popular and elite culture, women painters and gendering of representation, as well as French painting's indebtedness to international cultural traditions and its engagement with colonial discourse.

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theater, Film, Video
Semester: N/O Unit: 1.0

ARTH 221 Seventeenth-Century Dutch and Flemish Painting

Carroll

NOT OFFERED IN 2008-09. The course focuses on Flemish artists painting for the Baroque courts of Europe (Rubens and Van Eyck) and on Dutch artists painting during the Golden Age of the Dutch Republic (Rembrandt, Vermeer, Ruisdael). *Normally offered in alternate years.*

Prerequisite: ARTH 101 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 224 Modern Art to 1945

Berman

NOT OFFERED IN 2008-09. A survey of modern art from the 1880s to World War II, examining the major movements of the historical avant-garde (such as cubism, expressionism, dada, and surrealism) as well as alternate practices. Painting, sculpture, photography, cinema, and the functional arts will be discussed, and critical issues, including the art market, and gender, national, and cultural identities, will be examined. *Normally offered in alternate years.*

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 225 Modern Art Since 1945

Berman

A survey of art since World War II, examining painting, sculpture, photography, performance, video, film, conceptual practices, and the mass media. Critical issues to be examined include the art market, feminist art practices, the politics of identity, and artistic freedom and censorship. *Normally offered in alternate years.*

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 226 History of Photography: From Invention to Media Age

Berman

NOT OFFERED IN 2008-09. Photography is so much a part of our private and public lives, and it plays such an influential role in our environment, that we often forget to examine its aesthetics, meanings, and histories. This course provides an introduction to these analyses by examining the history of photography from the 1830s to the present. Considering fine arts and mass media practices, the class will examine the works of individual practitioners as well as the emergence of technologies, aesthetic directions, markets, and meanings. *Normally offered in alternate years.*

Prerequisite: None. ARTH 100 and 101 strongly recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 227 Islamic Architecture in the Age of the Caliphates

Tohme

NOT OFFERED IN 2008-09. This course serves as an introduction to the architecture of the Islamic world from the rise of Islam in the seventh century to the Mongol invasions in the thirteenth. Through specific examples, it explores the development of an Islamic architectural tradition, its continuities, regional variations, and exchanges with contemporary and past cultures. *Normally offered in alternate years.*

Prerequisite: None. ARTH 100 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 228 Modern Architecture

Friedman

A survey of the major movements in architecture in Europe and the Americas from neoclassicism to the present.

Prerequisite: None. ARTH 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 230 Frank Lloyd Wright and the American Home

Friedman

NOT OFFERED IN 2008-09. An investigation of Wright's domestic architecture in its cultural and historical context. *Normally offered in alternate years.*

Prerequisite: None. ARTH 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 231 Architecture and Urbanism in North Amerca

McNamara

This course will present a survey of American architecture and urbanism from prehistory to the late twentieth century. Lectures and discussions will focus particularly on placing the American built environment in its diverse political, economic and cultural contexts. We will also explore various themes relating to Americans' shaping of their physical surroundings including the evolution of domestic architecture, the organization and planning of cities and towns, the relationships among urban, suburban and rural environments, the impact of technology, and Americans' ever-changing relationship to nature.

Prerequisite: ARTH 101 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 232 American Painting

Bedell

A survey of American art from the Colonial period to World War II.

Prerequisite: None. ARTH 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 235 Landscape and Garden Architecture

Rhodes

NOT OFFERED IN 2008-09. A study of the major formal and ideological developments in landscape and garden architecture from the Renaissance to the present day, with particular emphasis on the nineteenth and twentieth centuries. Visits to local landscapes and gardens.

Prerequisite: None. ARTH 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 236 Art, Architecture, and Culture in the Ancient Americas

Oles

NOT OFFERED IN 2008-09. Before the arrival of the Europeans in the late fifteenth century, several brilliant civilizations emerged in North and South America, including the Maya, Aztec, Moche, and Inca. Incorporating the tools of art history, cultural studies, and archaeology, this course explores the visual culture of these pre-Conquest peoples. Lectures that introduce the broader aspects of each civilization will be accompanied by workshops that explore cutting-edge issues. We will also work extensively with objects on display in the Davis Museum. *Normally offered in alternate years.*

Prerequisite: None. ARTH 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 237 Art, Architecture, and Culture in Post-Conquest Mexico

Oles

A survey of visual culture in Mexico from the Spanish conquest in the 1520s to current developments in contemporary art. Against a rich spectrum of historical events, we will examine key works of art and architecture, from colonial manuscripts to Frida Kahlo's self-portraits to recent videos, focusing on how art has served to build a sense of cultural or national identity. Specific topics to be addressed include the construction of race and gender, official patronage of public art, and the myths that have shaped, and continue to shape, what it means to be "Mexican." *Normally offered in alternate years.*

Prerequisite: None. ARTH 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 240 Asian Art and Architecture

Liu

NOT OFFERED IN 2008-09. This course surveys the major artistic traditions of Asia from prehistory to the turn of the twentieth century in India, Southeast Asia, Tibet, China, Korea and Japan. It will study monuments with emphasis on the way in which artistic creativity and style are tied to religion, philosophy, social and political change, and other historical contexts. *Trips to the Boston Museum of Fine Arts and the Harvard Sackler Museum. Normally offered in alternate years.*

Prerequisite: None. ARTH 100 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 241 Egyptian Art

NOT OFFERED IN 2008-09. The greater Nile Valley has yielded some of the world's most ancient and compelling monuments. In this course we will survey the art and architecture of ancient Egypt from Neolithic times (c. 6000

B.C.) through the Roman period (c. second century A.D.). Particular focus this semester will be placed on the Middle Kingdom (c. 2000–1700 B.C.) as a prelude to a forthcoming international loan exhibition at the Museum of Fine Arts, Boston. One class session per month will meet in the Museum. *Normally offered in alternate years.*

Prerequisite: None. ARTH 100 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 242 Life, Love, and Art in Ancient Greece

Marvin

NOT OFFERED IN 2008-09. Greek art did more than just initiate the Western artistic tradition. It reflects a paradoxical society that prized freedom, inspired western democracy, invented philosophy, held slaves, degraded women, and institutionalized pedophilia. We will look at the historical development of Greek sculpture and painting—what they meant to the people who made them, and to the later centuries that prized them. *Repeated trips to the Boston Museum of Fine Arts. Normally offered in alternate years.*

Prerequisite: One unit of art history or classical civilization.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 243 Roman Art and the Roman Empire

Marvin

Although created by force, and composed of peoples sharing neither language, culture, nor religion, the Roman Empire remained stable for centuries. One of the tools Rome used to bind her subjects together was an official art, a language of power. Standard architecture, sculpture, painting, luxury arts, and even fine tableware united every city in the Empire. We will examine the development of that visual language and how it was deployed as an agent of imperial power. *Repeated visits to the Museum of Fine Arts. Normally offered in alternate years*

Prerequisite: Open to sophomores, juniors, and seniors or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 244 Sixteenth-Century Art in Italy

Musacchio

This course will examine the so-called High Renaissance and Mannerist periods in Italy. We will focus in particular on papal Rome, ducal Florence, and republican Venice, and the work of Leonardo da Vinci, Michelangelo, Raphael, Titian, and their followers in relation to the social and cultural currents of the time. Issues such as private patronage, female artists, contemporary sexuality, and the connections between monumental and decorative art will be examined in light of recent scholarship in the field. *Normally offered in alternate years*

Prerequisite: ARTH 100 or 101 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 246 The Baroque and Rococo in Italy

Musacchio

This course surveys a selection of the arts in Italy from circa 1575 to circa 1750. The works of artists such as the Carraci, Caravaggio, Bernini, Gentileschi, and Longhi will be examined within their political, social, religious, and economic settings. Particular emphasis will be placed on Rome and the impact of the papacy on the arts, but Bologna, Florence, and Venice will also play a part, especially in regard to the growing interest in scientific enquiry and the production of arts in the courts and for the Grand Tour. *Normally offered in alternate years*

Prerequisite: ARTH 100 or 101 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 247 Islamic Art and Architecture

Tolune

NOT OFFERED IN 2008-09. This course offers an introduction to the history of Islamic art and architecture from the seventh century to the nineteenth century. The course will address such themes as stylistic change, figural representation, sacred space, and ornament within contemporary political, religious, and social context. *Normally offered in alternate years.*

Prerequisite: None. ARTH 100 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 248 Chinese Painting

Staff

Chinese painting is the only tradition in world art that can rival the European painting tradition in the quantity and diversity of its output, the number of recorded artists of note, the complexity of aesthetic issues attached to it, and the sophistication of the written literature that accompanies it through the centuries. This course will examine Chinese painting from early times to the turn of the twentieth century with an introduction to traditional connoisseurship. Issues to be considered include major themes, styles, and functions of Chinese painting. Special attention will be given to: imperial patronage; the relationship between painting, calligraphy, and poetry; amateurism vs. professionalism; gender in painting; and the tension between tradition and creativity. *Trip to the Boston Museum of Fine Arts. Normally offered in alternate years.*

Prerequisite: None. ARTH 100 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 249 Arts of Japan

Liu

NOT OFFERED IN 2008-09.

Prerequisite: None. ARTH 100 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 250H Research or Individual Study

Prerequisite: ARTH 100 or ARTH 101 or permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 0.5

ARTH 251 Italian Renaissance Art and Architecture, 1300–1500

Musacchio

NOT OFFERED IN 2008-09. This course surveys a selection of the arts in Renaissance Italy, focusing primarily on Tuscany and central Italy from circa 1300 to circa 1500. This period witnessed the rise of the mendicant orders, the devastation of the Black Death, the growth of civic and private patronage, and, finally, the exile of the Medici family, all of which had a profound impact on the visual arts. The work of major artists and workshops will be examined and contextualized within their political, social, and economic settings by readings and discussions of contemporary texts and recent scholarship.

Prerequisite: ARTH 100 or 101 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 254 Arts of China, Korea, and Japan

NOT OFFERED IN 2008-09. This course examines four major categories in the arts of East Asia: Buddhist art, traditional landscape painting, utilitarian ceramics, and contemporary art. It will depart from most such survey courses by giving more emphasis to Korean art, especially its impact on Japanese art—an important but often neglected area. Issues will include transmission and transformation of artistic styles, adoption and adaptation of Buddhism and Confucianism, Asian trade with the West, and the rise of East Asia in the global art scene. Boston, the oldest center of East Asian studies in the U.S., has world-acclaimed collections of Chinese, Korean, and Japanese art. We will visit museums in the area, including the Museum of Fine Arts, Boston.

Prerequisite: ARTH 100 or 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 255 Twentieth-Century Chinese Art

Liu

NOT OFFERED IN 2008-09. This course examines Chinese art in the socially and politically tumultuous twentieth-century, which has witnessed the end of the more than 2000-year-long imperial China, the founding of the Republic, the rise of the People's Republic, the impact of the West, and the ongoing reform. Critical issues of examination include the encounters of East and West, the tensions of tradition and revolution, the burdens of cultural memory and historical trauma, the interpretations of modernism, the emergence of avant-garde, and the problems of globalization and national identity. The major theme is art and society. The focus is from the Cultural Revolution (1966–1976) to the turn of the twenty-first century. The course is designed to develop an understanding of the diverse threads of twentieth-century Chinese art.

Prerequisite: ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 258 African Spaces: Architecture and Installation

NOT OFFERED IN 2008-09. This course examines the theories of space-making in African architecture and installation in both traditional and contemporary contexts. Architectural forms such as the traditional anthropomorphic edifices in Togo, the nomadic dome structures of West Africa, and palace and tomb design of West Africa will be considered along with examples from East and South Africa. The work of new and emerging artists such as Dineo Bopape of South Africa, who use the autobiographical verging on diaristic to make highly personalized installations, and others like Abdoulaye Kouyaté, who use techniques of Minimalism to create spaces signifying a collective Malian identity, will be analyzed. The way atypical spaces such as vans and buses used in urban centers as well as other modes of transport such as ferries and boats are constructed will also be considered. *Normally offered in alternate years.*

Prerequisite: None. ARTH 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 259 The Art and Architecture of the European Enlightenment

Martin

A survey of eighteenth-century European art and architecture from the so-called "Age of Enlightenment." Works of art are discussed in relation to key intellectual, scientific, political, and cultural debates of the period. Beginning with Louis XIV's menagerie at Versailles and concluding with Napoleon's Egyptian campaign, we will explore such topics as the representation of animals; portraiture and physiognomy; medical theories of the body; changing ideas of nature and landscape design; the development of the art museum; and counter-Enlightenment trends. Visits to museums and scientific collections. *Normally offered in alternate years.*

Prerequisite: None. ARTH 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 261 Modernisms in Art and Architecture

Berman and Friedman

This course examines the notion of, and practices associated with, Modernism in the visual arts and built environment. The course will look at allied developments in painting, sculpture, photography, film, architecture, city planning, and the functional arts from ca. 1890 to the present. Using case studies, the course will locate Modernist theory and practice in twentieth-century and contemporary social and cultural life. Themes to be addressed will include mass production, shopping and consumption, political theory and social practice, gender, and publicity. Assignments include independent research projects and a trip to New York.

Prerequisite: ARTH 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 267 Cross-Cultural Encounters in the Early Medieval Mediterranean

Tohme

NOT OFFERED IN 2008-09. This course focuses on the visual and material culture (architecture, art, everyday objects) of the various cultures of the Medieval Mediter-ranean; and explores specific sites of interaction around the Mediterranean; such as the Early Islamic Levant, Norman Sicily, Byzantine North Africa, Islamic Spain, and Crusader Palestine. *Normally offered in alternate years.*

Prerequisite: None. ARTH 100 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 268 Art, Architecture, and Pilgrimage in the Medieval World

Tohme

NOT OFFERED IN 2008-09. This course examines the phenomenon of medieval pilgrimage and its various components. It considers specific types of journeys, as well as theoretical approaches to pilgrimage in general. In addition to examining architecture and art of particular pilgrimage sites, this course also considers their social, political, theological and economic contexts. While the primary area of inquiry will be the Medieval Christian pilgrimage experience, both Byzantine and Western European, we will also explore Muslim pilgrimage. *Normally offered in alternate years.*

Prerequisite: ARTH 100 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 285 Cultural Infrastructure and the History of Museums in Paris, France

Mickenberg (Ruth Gordon Shapiro '37 Director, Davis Museum)

The Louvre's plans to expand into Abu Dhabi along with the oncoming dissolution of the Réunion des Musées Nationaux, is a sea change in the infrastructure of France's cultural institutions. This change, brought on by financial realities, a complex growth in cultural identities within the country and the influence of an American model to the organization of cultural institutions, is a challenge to the history of French museums. It is a challenge that is reflected in their exhibitions, collection development, educational philosophy, architecture, administrative structures, political positioning and funding. Cultural Infrastructure and the History of Museums in France looks at French museums at this time of major change and controversy. The course will primarily take place in museums throughout Paris.

Prerequisite: None. Fluency in French helpful but not required. Knowledge of art history preferable but not required.
Distribution: None
Semester: Wintersession Unit: 0.5

ARTH 289 European Art and Architecture, 1700–1900: From Watteau to van Gogh

Martin

NOT OFFERED IN 2008-09. A survey of the art and architecture of eighteenth- and nineteenth-century Europe, focusing on major movements: Rococo, Neoclassicism, Romanticism, Realism, and Impressionism. This course examines the relationship of art to tradition, revolution, empire, social change, technology, desire and identity. Particular emphasis is placed on the representation and experience of modern life in paintings by Watteau, Goya, Manet, Cassatt, and others, and in venues ranging from Rococo salons and French Revolutionary festivals to London's Great Exhibition of 1851. Topics include the political uses of art, the rise of the critic and the avant-garde, Orientalism, gender and representation, and the aesthetic expression of leisure. Visits to area museums.

Prerequisite: ARTH 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 304 Seminar. Renaissance Art

NOT OFFERED IN 2008-09.

Prerequisites: Open to students who have taken one unit in Medieval, Renaissance, or Baroque art, history, or literature; or who have taken two units of art history at the 200-level. Medieval/Renaissance studies majors and architecture majors are encouraged to enroll. Permission of the instructor required.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 305 Seminar. History of Prints: New Media of the Renaissance

NOT OFFERED IN 2008-09. A history of printed imagery in early modern Europe.

Prerequisite: ARTH 101 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 309 Seminar. Problems in Architectural History

Friedman

Topic for 2008-09: Le Corbusier and the Evolution of Modern Architecture. This seminar will examine the career and influence of Le Corbusier through in-depth examination of his writing, projects, and buildings. We will focus on five broad topics: 1) Paris in the 1920s: villas and clients; 2) texts and publications; 3) furniture and interiors; 4) spiritual places; 5) craft traditions and vernacular architecture. The seminar will also examine the architect's complex relationship to modernism in the United States and South America.

Prerequisites: ARTH 228 and permission of the instructor required.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 310 Renaissance Architecture, Material Culture and Urban Form

Friedman

NOT OFFERED IN 2008-09.

Prerequisite: ARTH 229 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 316 Topics in African/African-American Art

Hyacinthe

Topic for 2008-09: Contemporary African Exhibitions. The seminar focuses upon the exhibition *Black Womanhood: Icons, Images, and Ideologies of the African Body,* on view at the Davis Museum, September 17 through December 10, 2008. The course will analyze the approach of curator Barbara Thompson by probing the project's display categories, the artists and art works included in the exhibition, and the many heterogeneous issues inherent to the visual cultural history of black women's bodies. Prime themes taken up by this comprehensive exhibition include how traditional African art figures into social conceptions about womanhood and femininity; the imaging of black women in nineteenth and twentieth century photography; and how contemporary women artists who claim ancestry to the African Diaspora have imaged "themselves." Many class meetings will occur in the museum.

Prerequisite: ARTH 101, 209 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 318 New England Arts and Architecture

McNamara

This seminar course will introduce students to the visual and material culture of New England from the period of European contact to the end of the twentieth century, with particular emphasis on Boston and environs. Course readings, lectures, and discussion will address the broad range of artistic expression from decorative arts to cultural landscapes, placing them in their social, political and economic contexts as well as in the larger context of American art and architecture. A major theme of the course will be the question of New England's development as a distinct cultural region and the validity of regionalism as a category of analysis. The course will include a number of required field trips to New England museums and cultural institutions.

Prerequisite: ARTH 101 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 320 Seminar. American Architecture

Friedman

Topic for 2008-09: Mid-Century Modern: The American Style. This course focuses on American design and its historical contexts in the period from 1930 to the late 1960s. Topics include: Art Deco and the American city; the Museum of Modern Art and its influence; Frank Lloyd Wright; Mies van der Rohe and American Modernism; tourism, travel and tropical style; the suburban house; modern furniture and interior design, and the roots of Postmodernism.

Prerequisite: ARTH 101 or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 322 Seminar. Memory and Identity in Contemporary Visual Art of the African Diaspora

NOT OFFERED IN 2008-09. Since the 1950s, projects of Black liberation and empowerment have influenced the work of artists of African descent in the Black Atlantic. Pivotal historic events, such as the Civil Rights movement, the dismantling of colonial rule in Africa and the Brixton race riots in England, have urged Black artists to reexamine issues of memory, identity, history, and belonging. This course considers those artists who trace a visual genealogy of the African diaspora and work in what has been identified as a tradition of remembrance. We will focus on artists working after 1960, but also will study the roots of this tradition in the beginning of the twentieth century and in earlier periods. Trips to the Studio Museum in Harlem and other museums.

Prerequisite: ARTH 101 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 323 Seminar. Topics in the Arts of France

NOT OFFERED IN 2008-09.

Prerequisite: ARTH 101 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 325 Seminar. Rococo and Neoclassical Interiors

Martin

This seminar explores the eighteenth-century European interior through a close examination of architecture, painting, sculpture, and decorative arts. By focusing on domestic interiors as well as garden buildings, theaters, and political arenas, we will examine the role that objects and spaces played in the formation of eighteenth-century notions of desire, identity, and subjectivity. We will discuss a variety of patrons—actresses, bankers, and salon intellectuals—as well as the leading architects and artists of the day, among them Antoine Watteau, Jean-Honoré Fragonard, Robert Adam, Josiah Wedgwood, and Claude-Nicolas Ledoux. Emphasis will be placed on analyzing architectural treatises and other printed materials, and on visiting museums, where we will consider the installation of eighteenth-century interiors as "period rooms."

Prerequisites: ARTH 101 and permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 330 Seminar. Italian Renaissance Art

Musacchio

Topic for 2008-09: Birth, Marriage, and Death in Renaissance Italy. During the Italian Renaissance, major family events like birth, marriage, and death were marked by both works of art and oftentimes elaborate rituals. In this seminar we will examine birth trays, marriage chests, painted and sculpted portraits, and funerary monuments, as well as a wide range of the domestic objects that surrounded people in their everyday life. All of these objects will be related to contemporary literature, account books, letters, and laws, as well as recent scholarship in art history, social history, and women's studies, to provide insight into the Renaissance. The seminar is offered in conjunction with exhibitions at the Metropolitan Museum of Art in New York and the Isabella Stewart Gardner Museum in Boston; it will require visits to both museums.

Prerequisites: Open to students who have taken one unit in Medieval or Renaissance art, architecture, history or literature; permission of the instructor required. Medieval/Renaissance studies majors are encouraged to enroll.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 331 Seminar. The Art of Early Modern Europe

Carroll

Topic for 2008-09: Rembrandt. In the seventeenth century Rembrandt was heralded as "the foremost heretic in painting," both for his innovative working methods in painting, drawing and etching, and for his radical reinterpretations of traditional genres: the portrait, landscape, still-life, as well as religious and mythological narratives. This seminar will examine various aspects of Rembrandt's creative achievement through class discussions, research assignments, and field trips to museums in the Boston area and New York.

Prerequisites: ARTH 101 or permission of the instructor required.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 332 Topics in Medieval Art

Tohme

NOT OFFERED IN 2008-09.

Prerequisite: At least one of the following: ARTH 100, 201, 227, 247, 267, or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 335 Seminar. Topics in Modern Art

Berman

NOT OFFERED IN 2008-09.

Prerequisite: ARTH 101 or other art history course covering the period; permission of the instructor is also required. Preference will be given to seniors; non-majors are welcome.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 336 Seminar. Museum Issues

Mickenberg

Topic for 2008-09: Museums: Power, Politics and Ethics. If museums were once considered cultural oases, separate from the turmoil of their time, their recent history indicates a different world and a complex future. Now, jarred by changing methodological approaches to the history of art, by a redefinition of the term "community," buffeted by new technologies, ethical concerns, a restructuring of community wealth, and a new generation of scholars, patrons, collectors, and directors, museums face a problematic future. This course will examine the history of museums, their ethical basis, relationship to the history of art, funding, educational prerogatives, and potential future directions, given opposing solutions to management and purpose, history and ethics, the interests of collectors, the needs of objects and the dominance of the market.

Prerequisite: ARTH 100 or 101 or permission of the instructor required. Preference given to junior and senior art majors.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 337 Seminar. Topics in Chinese Art

Liu

NOT OFFERED IN 2008-09. The Northern Song Painting Academy as an imperial institution was the first of its kind in the history of world art. This seminar investigates the nature of imperial patronage and the achievements of the Painting Academy. We will explore the relationship between emperors and academy painters through close reading of the painters' biographies written by Song contemporaries (in translation). We will also examine the mobility of academy painters and attempt to identify how exactly imperial commissions were initiated and carried out. Special attention is given to primary sources.

Prerequisite: ARTH 100 or 240 or 248 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 338 Seminar. Topics in Latin American Art

Oles

Topic for 2008-09: Public Art in the Americas. In the 1920s, Mexico experienced an artistic renaissance in which public murals, the great art tradition uniting painting and architecture, played a key role. Then, in the 1930s, muralism became a fundamental part of the New Deal arts programs in the United States. This course explores both movements, and their interconnections, as well as issues of patronage and censorship. We will also examine subsequent mural movements in Latino communities in the U.S. Field trips to see murals by José Clemente Orozco and others.

Prerequisite: Permission of the instructor required.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 339 Seminar. Beyond *Japonisme*: Japan and Europe in the Late Nineteenth Century

NOT OFFERED IN 2008-09. After more than 200 years of isolation, Japan opened its ports to the West in 1854; in the next half century, Japanese visual culture had a profound impact on European art and design. Many Western intellectuals visited Japan, collected Japanese art, and some even wrote histories of Japanese art. The impact of Japanese visual culture was as diverse as *Japonisme* in France, Secessionism in Vienna, the Arts and Crafts Movement in the U.K., Gilbert and Sullivan's *Mikado*, Puccini's *Madame Butterfly*, and Rodin's sculpture of a Japanese actress. This course will cover a wide range of European art and design inspired by Japanese examples, including painting, sculpture, ceramics, glass, furniture, and theatrical art. We will study the origin, transmission, and adaptation of Japanese visual culture by

European artists and designers. Issues will include modernism and the exotic other, the "making" of Japanese art history in the West, and European taste in Japanese art.

Prerequisite: ARTH 100 or 240 or 249 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 340/AMST 317 Seminar. Disneyland and American Culture

Bedell

One of the most visited tourist attractions in the world, subject of thousands of books and articles, adored by millions yet reviled by many intellectuals, Disneyland has occupied a prominent place in American culture since it opened in 1955. This seminar will examine Disneyland as an expression of middle class American values, as a locus of corporatism and consumerism, as a postmodern venue, as a utopia, and as an influence upon architecture and urban design. In a broader sense, we will use Disney to explore the ideals, the desires, and the anxieties that have shaped post-World War II American culture. *Students may register for either ARTH 340 or AMST 317 and credit will be granted accordingly.*

Prerequisite: Permission of the instructor required. Enrollment is limited and preference is given to Art and American Studies majors.
Distribution: Arts, Music, Theatre, Film, Video or Historical Studies
Semester: Spring Unit: 1.0

ARTH 341 Seminar. The Landscape Painting of China, Korea, and Japan

Liu

The landscape painting of China, Korea, and Japan is among the great traditions of world art. What did it mean? How was it used? Why is landscape still a popular subject in modern Chinese, Korean, and Japanese art? Following the development of landscape painting from the early period to the twentieth century, the course will examine issues such as landscape and national development, ideology and power, landscape as representation of nature, landscape as images of the mind, and the tension of tradition and creativity in painting landscape. Comparisons will be made with Dutch, English, and American landscape painting to provide a global perspective.

Prerequisite: ARTH 101 or 240 or permission of the instructor required.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 342 Seminar. Domesticity and Its Discontents

Carroll

This class will study changing representations of the family and the home from the late Middle Ages through the present. The first part of the course will focus on paintings of family life and domestic interiors from the fifteenth through the nineteenth centuries. The second part will focus on the analysis of films that take up domestic themes. *Normally offered in alternate years.*

Prerequisite: ARTH 101 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 345 Seminar. Methods of Art History

Martin

What are the ways in which art has been defined, evaluated, theorized, and researched? What assumptions underlie the discipline of art history? This seminar provides a survey of all major approaches to the critical understanding of visual art. These include connoisseurship, iconography, Marxism, psychoanalysis, semiotics, gender and ethnicity studies, and cultural studies. Critical reading and intensive class discussion will be emphasized. Recommended for all majors.

Prerequisite: ARTH 100 or 101 and one 200-level course, or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 350 Research or Individual Study

Prerequisite: ARTH 100 and ARTH 101 or permission of the instructor required.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ARTH 350H Research or Individual Study

Prerequisite: ARTH 100 and ARTH 101 or permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 0.5

ARTH 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ARTH 363 African Cinema

NOT OFFERED IN 2008-09. Films made by African directors reflect the socio-political and artistic intricacies of probing African identity from the modern through the contemporary eras. While the first film made by an African director was made in 1924 by the Tunisian, Chemama Chikly, the film industry in Sub-Saharan Africa and throughout the continent has experienced significant growth since the Independence eras of the 1950s and 60s, a moment which has greatly affected film narratives, their critics and formal structures. Commencing with a consideration of early sub-Saharan films like *Mouramani* (1955) by the Guinean director, Mamadou Traoré, the course will explore a diversity of films made by African artists living and working upon the continent and abroad with a special emphasis placed on contemporary projects. The burgeoning critical mass of internationally prominent African film festivals, such as the Pan-African Film and Television Festival (FESPACO) in Burkina Faso, will be considered, as will films made by such African Diaspora artists such as the Nigerian, John Akomfrah, and his Black Audio Collective based in London. *Normally offered in alternate years.*

Prerequisite: ARTH 209 or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 364 Women Filmmakers: History and Theory of Subversion

Mekuria

A survey of the history of women making films and an exploration of the issues of representation using films directed by women from around the world. We will review the history and emergence of women/feminist filmmakers and examine the impact of feminism and feminist film theory on women filmmakers in particular, and the film industry in general. Required activities include weekly screenings of films, written analytical reports, and classroom presentations.

Prerequisite: One of the following courses: ARTH 224, 225, 226; or WOST 120 or 222; or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 369 Seminar. Conservation Studies: The Materials and Techniques of Painting and Sculpture

NOT OFFERED IN 2008-09. This seminar will provide an introduction to the materials and techniques used by painters and sculptors. Units on painting will focus on: ancient painting (from the earliest cave paintings through ancient Egypt and classical antiquity); wall paintings from various parts of the world, with emphasis on the fresco painting technique; Western easel painting of the medieval, Renaissance, and later period; traditional Asian paintings on silk and paper supports; and modern painting. Units on sculpture will focus on: metal and ceramics, using artifacts from many cultures and periods of time, ranging from ancient China to the Italian Renaissance and later. Modern sculptural materials, including plastics, will also be introduced.

Prerequisite: ARTH 100 or 101 or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ARTH 391 Persuasive Images

Berman

Visual images have always been enlisted to influence individual and collective decision-making, action, and identity. However, the rise of the mass media in the nineteenth century, and the multiplication of visual technologies in the twentieth century, have created unprecedented opportunities for the diffusion of persuasive images. This seminar enlists case studies to examine the uses and functions of visual images in advertising and propaganda and considers, in particular, graphic arts, photography, film, and other reproductive media. It also considers the interplay between elite and popular arts. The goal of the course is to refine our critical understanding and reception of the visual world.

Prerequisite: 200-level courses in Art or Media Arts and Sciences.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

Related Courses

For Credit Toward the Major

Only one of these courses may be counted toward the minimum major or minor.

AFR 207 Images of Africana People through the Cinema

AFR 222 Images of Women and Blacks in American Cinema

CAMS 175 Introduction to Cinema and Media Studies

CAMS 231 Film as Art

CAMS 323 Seminar. Cinema and Painting

CHIN 243 Chinese Cinema (in English)

EXTD 115 Introduction to Botanical Art

FREN 222 French Cinema

ITAS 261 Italian Cinema (in English)

JPN 256 Modern Japan through Cinema (in English)

PHIL 203 Philosophy of Art

SPAN 265 Introduction to Latin American Cinema

WOST 249 Asian American Women in Film and Video

Studio Art

A student registered for a studio art course must attend the first class meeting in order to retain her spot in the course. Due to the hands-on nature of studio-based instruction, enrollments must be limited. Note that some courses require students to file an application with the art department before preregistration.

ARTS 105 Drawing I

Staff

An introduction to the fundamentals of drawing with attention to the articulation of line, shape, form, gesture, perspective, and value. Studio work introduces a range of traditional drawing tools and observational methods while exploring a variety of approaches to image making and visual expression. In-class drawing exercises and weekly homework assignments address a range of subjects with brief attention given to the human figure.

Prerequisite: None. Not open to seniors except by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring, Summer Unit: 1.0

ARTS 106 Introduction to Chinese Painting

Meng

NOT OFFERED IN 2008-09. This course introduces the basic concepts and techniques of traditional Chinese painting. Class activities will emphasize the theoretical and aesthetic principles associated with the use of brushstroke, composition, ink, and color. Subjects include Chinese calligraphy as well as the three major categories of traditional Chinese painting: flower and bird, mountain and river, and figure painting. Weekly studio assignments introduce a range of techniques, and by the end of the term students compose their own paintings in a traditional Chinese manner.

Prerequisite: None. Not open to seniors except by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTS 107 Book Arts Studio

Rogers and Ruffin (Clapp Library)

In an interactive setting, students will gain hands-on experience in bookmaking, with an emphasis on the creative possibilities of ancient craft and contemporary art. Class sessions will frequently draw on examples from Wellesley's Special Collections, providing a historical context. In the Library's Book Arts Lab, students will learn to set type by hand and print on hand presses. Students will create limited edition broadsides and artists' books that may involve use of the Knapp Media and Technology Center. *Mandatory credit/non-credit only.*

Prerequisite: None. Permission of the instructors required. File application in department before preregistration.
Distribution: None
Semester: Spring Unit: 0.5

ARTS 108 Photography I

Black, Staff

This introductory course explores photography as a means of visual communication by producing and analyzing photographic images. Emphasis is on acquiring basic black-and-white technical skills with 35mm cameras and traditional darkroom practices. Class discussions and studio projects address a range of technical, compositional, and aesthetic issues fundamental to imagemaking. Strong emphasis is on the development of both a technical grasp of the tools and a critical awareness of the medium through assignments and critiques.

Prerequisite: None. Permission of the instructor required. File application in the department before preregistration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring, Summer Unit: 1.0

ARTS 109 Basic Two-Dimensional Design

Staff, Rivera

This studio course focuses on the issue of composition in two-dimensional imagery. It introduces the fundamental elements of design (e.g. line, shape, value, space, color) and their function in the process of composition. Studio projects emphasize formal problem-solving skills as a means of achieving more effective visual communication. Weekly assignments given in a variety of media. This course is not digitally based, but students will have the opportunity to use digital media to solve certain problems. Recommended for those interested in pursuing any type of two-dimensional work, including painting, photography or Web design.

Prerequisite: None. Not open to seniors except by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring, Summer Unit: 1.0

ARTS 113 Basic Three-Dimensional Design

Mowbray

This introductory course explores the basic formal and spatial considerations when working with three-dimensional structure and form. Studio projects incorporate a range of materials and methods of visualization. Outside assignments and class discussions are aimed towards helping students enhance their creativity and spatial awareness while acquiring sensitivity for placement, process, and materials. Strongly recommended for those interested in sculpture, architecture, installation art, and/or product design.

Prerequisite: None. Not open to seniors except by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTS 165 Introduction to Video Production

Mekuria

Introduction to the principles of video production with emphasis on developing basic skills of recording with a video camera, scripting, directing, and editing short videos.

Prerequisite: None. Permission of the instructor required. File application in the department before preregistration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

ARTS 204 Painting Techniques

NOT OFFERED IN 2008-09. A survey of significant techniques and materials related to the history of Western painting. Students will do projects in gold leaf, egg tempera, Venetian oil technique (the indirect method), and the direct oil technique. They will also experiment with acrylic, encaustic, and pastel. This course gives a broad overview of the technical aspects of these media and their role in stylistic changes throughout the course of Western painting. Studio art majors are encouraged to enroll; art history and architecture majors are also welcome. Most materials provided. *Studio fee $50.*

Prerequisite: None. Permission of the instructor required. File application in the department before preregistration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTS 206 Chinese Painting II

Meng

NOT OFFERED IN 2008-09. This course offers students advanced training in traditional and nontraditional methods of Chinese painting. Students may choose to focus on a specific area of subject matter, such as landscape, flowers and birds, or figurative studies, and students will be encouraged to develop a personal vision using the media of Chinese painting techniques. In addition to field trips to museums and galleries, there will be lectures and demonstrations by visiting artists.

Prerequisites: ARTS 106 or permission of the instructor required.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTS 207 Sculpture I

Mowbray

An exploration of sculptural concepts through the completion of projects dealing with a variety of materials including clay, wood, plaster, stone, and metals, with an introduction to basic foundry processes. Emphasis on working from direct observation of the model. *Studio fee of $50.*

Prerequisite: ARTS 105 or 113 or permission of the instructor required.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTS 208 Photography II

Black

Building on the foundation of ARTS 108, initial digital camera and scanning techniques are introduced to provide a background in color image production through use of the inkjet printer. Using the traditional wet darkroom, students will explore the medium format camera and advanced developing and printing processes. Other techniques include lighting equipment and metering. Strong emphasis is on the development of a personal photographic vision and a critical awareness of the medium and its history through research and critiques.

Prerequisite: ARTS 108 or permission of the instructor required.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTS 216 Spatial Investigations

NOT OFFERED IN 2008-09. A mixed media course designed for architecture and studio art majors wishing to strengthen their visual, creative and spatial responsiveness. Class work explores various forms of drawing in two and three dimensions, including architectural drafting, fixed viewpoint perspective, mapping, modeling, some digital work, and temporary site-built installations. Following a series of studio projects and discussions considering issues of space and place, each student produces a self-directed final project.

Prerequisite: ARTS 105
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTS 217 Life Drawing

Harvey

Understanding the human figure by direct observation of and drawing from the model. A highly structured approach with emphasis on finding a balance between gestural response and careful measurement. Rigorous in-class drawings as well as homework assignments. Dry and wet media as well as work on a variety of scales. Recommended for architecture majors as well as studio art students who intend to do further work from the figure.

Prerequisite: ARTS 105
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTS 218 Introductory Painting

Janowitz, Rivera

An introduction to the fundamental issues of painting, emphasizing color, composition, and paint manipulation through direct observation. Outside assignments, slide presentations, and class discussions aimed towards helping students gain technical skills, visual sophistication, and critical awareness. Students paint from a variety of subjects, including the self-portrait and still life.

Prerequisite: ARTS 105 or 109 or permission of the instructor required.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

ARTS 219 Introductory Print Methods: Lithography/Monotype

Olsen

An introduction to the central concepts of printmaking, using planographic printing methods such as stone and plate lithography, image transfers, and monotype. Students develop visual and creative flexibility through hands-on work with image sequences, text, and multiples. Several assignments explore color layering and some incorporate digital methods. Students participate in a collaborative print exchange in addition to completing individual projects. *Normally offered in alternate years.*

ARTS 219 and 220 are complementary courses addressing similar concepts but different printing techniques and may be elected in either order. Studio fee of $35.

Prerequisite: ARTS 105 or 109 or permission of the instructor required.
Distribution: Arts, Music, Theater, Film, Video
Semester: Spring Unit: 1.0

ARTS 220 Introductory Print Methods: Intaglio/Relief

McGibbon

An introduction to the central concepts of printmaking using intaglio and relief methods such as copper-plate etching and woodcut. Students develop visual and creative flexibility through hands-on work with image sequences, text, and multiples. Several projects explore color layering and some incorporate digital methods. Students participate in a collaborative print exchange in addition to completing individual projects. *Normally offered in alternate years.*

ARTS 219 and 220 are complementary courses addressing similar concepts but different printing techniques and may be elected in either order. Studio fee of $35.

Prerequisite: ARTS 105 or 109 or permission of the instructor required.
Distribution: Arts, Music, Theater, Film, Video
Semester: Fall Unit: 1.0

ARTS 221 Digital Imaging

Olsen

Introduction to artistic production through electronic imaging, manipulation and output. Emphasis on expression, continuity, and sequential structuring of visuals through the integration of image, type and motion. Image output for print, screen, and adaptive surfaces are explored in conjunction with production techniques of image capture, lighting and processing. Lectures and screenings of historic and contemporary uses of technology for artistic and social application of electronic imaging.

Prerequisite: ARTS 108 or 109
Distribution: Arts, Music, Theater, Film, Video
Semester: Fall Unit: 1.0

ARTS 222 Book Arts Studio II

Ruffin (Clapp Library)

NOT OFFERED IN 2008-09. This advanced studio course explores the relationship between text and image through relief printing techniques and innovative book structures. Studio projects will include the production of limited edition artist's books that focus on the interplay of two and three dimensions in the book form. Emphasis will be placed on creative problem solving within the limitation of technology, and on the importance of the act of revision. Class sessions in the Papermaking Studio and Special collections will augment intensive studio work in Clapp Library's Book Arts Lab.

Prerequisite: ARTS 105, 107, 108, or 109, or successful completion of three Book Arts workshops.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTS 250 Research or Individual Study

Prerequisite: Open to qualified students by permission of the instructor and department chair.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ARTS 250H Research or Individual Study

Prerequisite: Open to qualified students by permission of the instructor and department chair.
Distribution: None
Semester: Fall, Spring Unit: 0.5

ARTS 255 Dynamic Interface Design

NOT OFFERED IN 2008-09. Critical examination of the expanding field of information and interface design for interactive media. Emphasis will be on effective visual communication, information design and creative content within online media. Hands-on production will focus on design methods, multimedia web, vector-based media, and dynamic audio. Screenings and discussions on contemporary practices, theoretical, artistic and cultural issues.

Prerequisite: ARTS 108 or 109, and CS 110 or 111
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTS 260 Moving Image Studio

Olsen

Creative exploration of the moving image as it relates to digital methods of animation, video, and motion graphics. Hands-on production of audio, image, text, and time-based media synthesis, with a conceptual emphasis on nonlinear narrative, communication design and visual expression. Screenings and lectures on historical and contemporary practices, coupled with readings and discussions of the theoretical, artistic, and cultural issues in the moving image. *Normally offered in alternate years.*

Prerequisite: ARTS 108 or 165 or 221
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTS 265 Intermediate Video Production

Mekuria

NOT OFFERED IN 2008-09. An exploration of the techniques and styles of producing documentary videos. We will survey current issues surrounding objectivity and representation as it concerns the documentary form. Strong emphasis on storytelling. Special focus on lighting, sound recording, and editing. We will screen and analyze various styles of documentary films. Final projects will be short documentaries.

Prerequisite: ARTS 165 or permission of the instructor required.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTS 307 Sculpture II

Mowbray

Continuation on a more advanced level of sculptural issues raised in ARTS 207. Projects include working from the figure, metal welding or wood construction, and metal casting in the foundry as well as stone carving. *Studio fee of $50.*

Prerequisite: ARTS 207 or permission of the instructor required.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTS 308 Photography III

Black

Advanced explorations of aesthetic and content issues through the use of both traditional light sensitive and digital methodologies are explored. Advanced photographic techniques and equipment will be presented to solve visual problems arising from each student's work. Continued emphasis is placed on research into the content and context of the photographic image in contemporary practice through gallery visits, guest lecturers, and library work.

Prerequisite: ARTS 108, 208, and either 109, 221 or another 200-level studio course, or permission of the instructor required.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTS 313 Virtual Form

Olsen

Introduction to the design and production of three-dimensional objects and spaces using industry-standard modeling software. Overview of basic modeling, surface design, and camera techniques. Emphasis on creative application of the media, in relation to architectural, experimental and time-based forms. Screenings and lectures on traditional and contemporary practices, coupled with readings and discussions of the theoretical, artistic, and cultural issues in the virtual world. *Normally offered in alternate years.*

Prerequisites: ARTS 113 or MIT 4.101. Strong computer familiarity needed. Not open to students who have taken ARTS [264].
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTS 314 Advanced Drawing

Rivera

Aimed towards studio art and architecture majors wishing to strengthen their visual, conceptual and spatial flexibility in drawing. Building upon methods introduced in previous courses, this studio reconsiders drawing as a process of visual thinking as well as an art form. Class work includes observational exercises including various systems of visual perspective, technical experimentation including work in color, sketchbooks, critiques, and field trips. Following a period of interactive studio research, exploration and dialogue, each student completes a body of self-directed work. *ARTS 314 may be repeated, ordinarily for a maximum of two semesters.*

Prerequisite: ARTS 105 and either 109, 217 or MIT 4.101 or permission of the instructor required.
Distribution: Arts, Music, Theater, Film, Video
Semester: Fall Unit: 1.0

ARTS 315 Advanced Painting

Harvey

Each student will spend time exploring further the issues of color, composition, paint handling, and subject matter. In addition, students will be required to establish and develop personal imagery and an individual vocabulary. *ARTS 315 may be repeated, ordinarily for a maximum of two semesters.*

Prerequisite: ARTS 218 or permission of the instructor required.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTS 317 Seminar. Topics in the Visual Arts

McGibbon

Topic for 2008-09: Architectonics and Installation. Aimed for juniors and seniors in Studio Art, Architecture or Media Arts and Sciences, this seminar explores the creative intersection of architecture, art, and design. Students work with a range of methods, including digital media, to envision, create, and document interactive installation projects in the gallery and off site. Although dialogue-intensive, this seminar is conducted as a studio, integrating collaborative hands-on projects with readings, field trips, interaction with visiting artists, and opportunities for personal reflection.

Prerequisite: Two 200-level studio art courses. Permission of instructor required. File application in department before preregistration. Not open to students who have taken ARTS [320].
Distribution: Arts, Music, Theater, Film, Video
Semester: Fall Unit: 1.0

ARTS 322 Advanced Print Concepts

McGibbon

NOT OFFERED IN 2008-09. Experimentation with mixed media uses of the graphic image, including handmade books, installed site works and collaborative print exchanges. Selected readings and discussions explore the use of multiplicity and sequence in contemporary art. Some studio projects combine digital photo processes with traditional hand print methods. Students in this course will participate in a national printmaking conference in March. Emphasis placed towards developing an individual body of work.

Prerequisite: One or more of the following: ARTS 219, 220, 221, 222, or by permission of the instructor.
Distribution: Arts Music, Theater, Film, Video
Semester: N/O Unit: 1.0

ARTS 350 Research or Individual Study

Prerequisite: 200-level work in the field and permission of the instructor required.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ARTS 350H Research or Individual Study

Prerequisite: 200-level work in the field and permission of the instructor required.
Distribution: None
Semester: Fall, Spring Unit: 0.5

ARTS 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ARTS 365 Advanced Video Production

Mekuria

An intensive course in story development, writing screenplay, directing actors and technical crew, and producing short, dramatic or mixed-genre videos. Rigorous work on advanced camera operation, lighting, sound recording, and editing techniques. We will screen and analyze short films and sample screenplays. Course requires strong organizational and directorial aptitude. The final projects will be short narrative, or mixed-genre videos.

Prerequisite: ARTS 165, 265, and permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTS 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Applied Arts Program

In addition to the regular studio art curriculum, a separately funded program allows the art department to offer a series of short, non-credit workshops with visiting artist instructors. These workshops vary throughout the year but address a variety of studio topics, which have included ceramics, book arts, woodworking, pinhole photography and graphic design. These workshops are noncredit and open to all students without prerequisite. Upcoming workshops are announced throughout the year through art department electronic distribution lists and by posting on "Community," "Art" and other FirstClass® conferences. Sign-up sheets are posted in the art department.

Directions for Election

Note: For the purposes of meeting the "18 units" requirement (See Academic Program, Other Requirements or Articles of Legislation, Book II, Article I, Section 8, A), art history and studio art are considered separate departments. Courses in studio art are counted as units "outside the department" for art history majors. Courses in art history are counted as courses "outside the department" for studio art majors.

History of Art

A major in the history of art must elect:

A. ARTH 100 and 101. AP credit will not be accepted in fulfillment of this requirement.

B. One of the following courses in studio art: ARTS 105, 106, 108, 109, 113, 165, 204, 206.

C. A minimum of six further units in history of art to make a total of nine units, which must include distribution requirements. At least two of these must be 300-level courses.

Among the six courses, a student must include one in Ancient or Medieval or Renaissance art, and one in art outside the European tradition. ARTH 289 and 342 may count as Baroque or Modern. ARTH 345 may count as Modern. Normally ARTH [223], 235, and 336 do NOT count toward this distribution requirement. They do count toward the major.

If approved by the department chair, courses elected at other institutions may be used to meet the distribution requirement. Courses from two-year colleges will not be credited to the major.

Although the department does not encourage over-specialization, by careful choice of related courses a student may plan a field of concentration emphasizing one period or area. Students interested in such a plan should consult the department as early as possible. Art majors are also encouraged to take courses in the language, culture, and history of the areas associated with their specific fields of interest.

Graduate Study

For students considering graduate study in the history of art, ARTH 345 is strongly recommended. Graduate programs in the history of Western art require students to pass exams in French and German. Graduate programs in the history of Asian art require Chinese and/or Japanese.

Art Conservation

Students interested in graduate study in the field of art conservation should consult with the department chair regarding requirements for entrance into conservation programs. Ordinarily college-level chemistry through organic should be elected, and a strong studio art background is required.

360/370 Honors Thesis

The only path towards departmental honors is the 360/370 Honors Thesis. Art history majors who meet the following requirements are encouraged to apply to the department to do an honors thesis: 3.6 GPA in the major; at least five art history units above the 100 level, four of which must be taken at Wellesley and one of which must be at the 300 level. Contact the department in the spring semester prior to the proposed honors year for information about deadlines, honors eligibility, and the selection of a thesis advisor. For further information, please consult the art department's FirstClass® "Art" conference.

History of Art Minimum Major

Only one cross-listed course may be counted toward the minimum major. No more than one unit of 350 credit may be counted towards the minimum major. Ordinarily, no more than three units of transfer credit (one studio, two art history) may be counted toward the minimum major.

History of Art Minor

A history of art minor must elect a minimum of six units:

A. ARTH 100 and 101

B. Four additional units above the 100 level with at least two at the 300 level; maximum one unit of 350. Of the four units above the 100 level, three shall, in the opinion of the student's faculty advisor, represent a coherent and integrated field of interest. The fourth unit shall, in the case of students whose primary field is Western European or American art, be a course in non-Western or ancient art. In the case of students whose primary field of interest is ancient or non-Western art, the fourth unit shall be Western European or American art.

Four units for credit in art history must be taken in the art department, and only one cross-listed course may be counted towards the minor.

Interdepartmental Majors

The attention of students is called to the interdepartmental majors in architecture, media arts and sciences, cinema and media studies, classical and Near Eastern archaeology, Medieval/Renaissance studies, and American studies.

Studio Art

A studio art major must elect a minimum of eleven units:

A. ARTH 100 and 101. There is no exemption from this requirement by Advanced Placement, or by IB, or by an exemption examination.

B. One additional art history course in Twentieth Century or Contemporary art

C. ARTS 105

D. Any two of the following: ARTS 106, 108, 109, 113, or 165.

E. Five additional studio courses must be taken above the 100 level. At least two of these studio courses must be at the 300 level.

Some 300-level studio art courses may be repeated for credit in the major.

A studio art minor must elect a minimum of six units consisting of ARTS 105, one unit of either 106, 108, 109, 113, 165, plus four additional units in studio art, one of which is at the 300 level (250s and 350s excluded).

Prospective studio art majors and minors are strongly encouraged to elect 100-level art courses (including ARTH 100 and 101) during their first two years at Wellesley in order to establish a solid visual foundation and a broad understanding of the field. Studio art majors intending to study abroad should make a special effort to complete all 100-level requirements for the major prior to leaving campus during the junior year. Normally, no more than three units of transfer credit (two in studio art, one in art history) may be applied towards the minimum requirements of the major or minor. Students interested in placement beyond the introductory level of a specific medium may present a portfolio of work to the director of studio for assessment. Students interested in pursuing graduate or professional work in the studio arts should elect additional course work in art history and cultural studies as well as studio art whenever possible, especially in courses that address twentieth-century art and visual culture. Since contemporary art often addresses interdisciplinary issues, students are encouraged to discuss the breadth of their overall course selections (including non-art courses) with their studio art advisor. All prospective majors and minors should obtain a copy of the art department course guide from the art office for a more comprehensive discussion of the major as well as special opportunities within the arts at Wellesley.

In tandem with the Davis Museum and Cultural Center, the art department offers numerous opportunities for students to deepen their experiential knowledge of the arts though special exhibitions, visiting artist lectures and projects, work-study positions, and internships. Studio art majors and minors are strongly encouraged to exhibit their work, and to gain practical experience organizing exhibitions and installing art in the Jewett Arts Center student galleries, Collins Café, and other venues on campus. Each year a number of professional artists visit the campus and studio art students are encouraged to take advantage of these opportunities for interaction.

360/370 Honors Thesis Project. Seniors who qualify for honors and have completed all 100-level requirements in the major may propose a senior thesis project for honors. If approved by the studio faculty as a whole, this year-long project culminates in a spring exhibition. A student interested in thesis work should discuss her ideas with a potential thesis advisor and take at least some advanced work in her proposed media concentration before the senior year.

A list of requirements for honors eligibility is available from the director of studio art. A proposal must be written and accepted. Contact the department in the spring semester prior to the proposed honors year for deadlines and information. Information is also available on the department Web page.

History of art/studio art double major. For the double major in art history and studio art, a student must elect ARTH 100-101, six additional units in art history (following the requirements for the art history major, with the added requirement that one course be in modern art) and eight additional units in studio art (according to the requirements in studio art for the studio major), for a total of sixteen units. A minimum of two courses must be taken at the 300 level in each major. At least one course must consider art made before 1500, one must address the history of modern or contemporary art, and one must be outside the tradition of Western art.

Teacher Certification. Students interested in obtaining certification to teach art in the Commonwealth of Massachusetts should consult the director of studio art and the chair of the Department of Education.

Department of Astronomy

Professor: *Bauer, French (Chair)*

Associate Professor: *McLeod*

Instructor in Astronomy Laboratory: *Slivan*

Astronomy is the study of the universe, from planets and stars to the Milky Way and distant galaxies, from the instant of the Big Bang to the current era of rapid expansion and beyond to the distant future. Modern astronomers rely on careful observations of the cosmos and on their understanding of physical laws to make sense of our often baffling but always fascinating universe. The astronomy curriculum emphasizes hands-on observations at the Whitin Observatory, using a fleet of small telescopes in introductory courses and the 24" research telescope for advanced classes and student research. The underlying physical principles of astronomy are elucidated at all levels, from introductory courses for non-science majors to upper level classes in advanced astrophysics.

The astronomy department offers two introductory survey courses geared to non-science majors: 100 and 101wL. These courses are taught at a similar level and both fulfill the mathematical modeling distribution requirement. Students who elect to take both may do so in either order. ASTR 108 is a seminar for first year students emphasizing hands-on astronomy. ASTR 109 and 206 fulfill the Quantitative Reasoning overlay course requirement.

ASTR 100 Life in the Universe

Bauer, McLeod

This course investigates the origin of life on the earth and the prospects for finding life elsewhere in the cosmos, and begins with an overview of the earth's place in the solar system and the universe. The course examines the early history of the earth and the development of life, changes in the sun that affect the earth, characteristics of the other objects in our solar system and their potential for supporting life, the detection of planets around stars other than the sun, and the search for extraterrestrial life. Some nighttime observing will be required. *This course does not count toward a major in astrophysics.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall, Spring Unit: 1.0

ASTR 101wL Introduction to Stars, Galaxies, and Cosmology with Laboratory

French, Bauer

This course examines the life stories of stars, from birth in clouds of gas and dust, through placid middle age, to violent explosive demise, leaving white dwarfs, neutron stars, or black holes. It also explores the makeup and structure of galaxies, which contain billions of stars and are racing away from each other as part of the overall expansion of the universe. Finally, it presents modern cosmological models for the origin and ultimate fate of the universe. The course emphasizes the interaction of observations and the mathematical models developed from these data. *Evening laboratory at the observatory.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have already taken 110.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall, Spring Unit: 1.25

ASTR 108 Discovering Our Universe

McLeod

This course leads first-year students through hands-on exploration of the structure of the Universe and our place within it. We will measure the size, shape, and spin of the Earth by using simple home-made instruments to observe the sky. We will learn to use Wellesley's own telescopes to explore the arrangement and contents of our own Solar System. Finally, we will determine our place within the Milky Way Galaxy and the Universe using data obtained from the National Virtual Observatory. Some daytime and nighttime observing will be required outside of class. No prior experience in astronomy is required, but algebra and trigonometry will be used.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Open only to first year students. Students who take ASTR108 may not take ASTR109.
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: Fall Unit: 1.0

ASTR 109 Our Place in Space and Time

NOT OFFERED IN 2008-09. This course traces the story of the quest to determine our place in space and time. Using hands-on experiments and key astronomical observations, we will measure the size and age of the earth, its distance from the sun and other stars, the location of our solar system within our galaxy, the distance to far-away galaxies, and the age and eventual fate of the expanding universe. The emphasis will be on applying quantitative reasoning skills to measure both what we know and how well we know it. Some nighttime observing will be required. This course does not count toward a major in astronomy or astrophysics. Recommended for students who have not taken ASTR 100, 101, or 110.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. *Not open to students who have taken ASTR 108.*
Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: N/O Unit: 1.0

ASTR 110wL Fundamentals of Astronomy with Laboratory

NOT OFFERED IN 2008-09. This course serves as an introduction to astronomy for students with a strong science background. The emphasis is on the physical principles that shape the universe and on the tools we exploit to learn about planets, stars, galaxies, and cosmology. Laboratory one evening per week offers hands-on access to the telescopes. Some assignments require daytime observing outside of class.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have already taken 101.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: N/O Unit: 1.25

ASTR 201 Motions in the Sky: Archaeoastronomy and the Copernican Revolution

NOT OFFERED IN 2008-09. OFFERED IN 2009-2010. This course examines the motions of the sun, moon, and planets in the sky and how humans have interpreted them through time. Archaeoastronomy is the study of astronomical knowledge in a culture as revealed through the archaeological record, written records, and ethnography. We will discuss the archaeoastronomy of several cultures, including the Mayans, native North Americans, and the Chinese. We will follow the beginnings of modern astronomy from the ancient Greeks through the Copernican revolution and Newton's formulation of the laws of motion. *Normally offered in alternate years.*

Prerequisite: Any 100-level astronomy course, and familiarity with trigonometric functions.
Distribution: Natural and Physical Science
Semester: N/O. Offered in 2009-10. Unit: 1.0

ASTR 203/GEOS 213 Planetary Geology

Bauer

Spacecraft observations have revealed a breathtaking diversity of geologic features in the solar system, from ancient river valleys on Mars and violent volcanic eruptions on Io to ice fountains on Enceladus and the complex surfaces of comets. From a comparative point of view, this course examines the formation and evolution of the planets and small bodies in the solar system. Topics will include: volcanism, tectonic activity, impacts, and tides. *Students may register for either ASTR 203 or GEOS 213 and credit will be granted accordingly. Normally offered in alternate years.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement and any 100-level ASTR or GEOS course.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.0

ASTR 205 Relativity and Cosmology

Bauer

Einstein's theories of space and time have brought about a fundamental change in our conceptual understanding of the universe. Using trigonometry and algebra, this course explores special and general relativity, space travel, black holes, gravitational lensing, galaxy evolution, dark matter, and the expanding universe. *Normally offered in alternate years.*

Prerequisite: 101, 108, or 110
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Spring Unit: 1.0

ASTR 206wL Basic Astronomical Techniques with Laboratory

McLeod

This course provides an introduction to modern methods of astronomical observation. Students will learn to use the Whitin Observatory 24-inch research telescope. Topics include: planning observations, modern instrumentation, and the acquisition and quantitative analysis of astronomical images. This course requires substantial nighttime telescope use and culminates with an independent observing project.

Prerequisite: 101, 108, or 110
Distribution: Mathematical Modeling or Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Fall Unit: 1.25

ASTR 301 Seminar. Topics in Multiwavelength Astronomy

French

Topic for 2008-09: The Cassini Mission to Saturn. The newest generation of Earth- and space-based telescopes has allowed astronomers to survey the entire sky across the entire electromagnetic spectrum, from gamma rays to radio waves. The Cassini spacecraft, currently in orbit around Saturn, has revealed an astonishing and strange world of swirling storms, moons with ice geysers and ancient river beds, and complex and beautiful planetary rings. In this course, we will explore the Saturn system over a range of wavelengths, and carry out student projects using the latest observations from Cassini.

Prerequisite: 206
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

ASTR 311 Elements of Astrophysics

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. Astrophysics is the application of physics to the study of the universe. We will use elements of mechanics, thermodynamics, electromagnetism, quantum mechanics, special relativity, and nuclear physics to investigate selected topics such as planets, the life stories of stars and galaxies, dark matter, and the origin of the universe. Our goals will be to develop insight into the physical underpinnings of the natural world, and to develop a 'universal toolkit' of practical astrophysical techniques that can be applied to the entire celestial menagerie. These tools include scaling analysis, numerical solutions to complex problems, and other research approaches advanced in professional literature. *Normally offered in alternate years.*

Prerequisite: PHYS 202 and 203
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: N/O. Offered in 2009-2010. Unit: 1.0

ASTR 350 Research or Individual Study

Prerequisite: By permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ASTR 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ASTR 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

For Credit Toward the Major

PHYS 202 Introduction to Quantum Mechanics and Thermodynamics with Laboratory

PHYS 203 Vibrations, Waves, and Special Relativity with Laboratory

PHYS 216 Mathematics for the Sciences II

Directions for Election

The Astronomy Major consists of ten courses. Required courses include ASTR 101, 108, or 110; ASTR 206; ASTR 301; PHYS 107; and either PHYS 106 or PHYS 108. The other five courses include one additional ASTR course at the 300-level; two in ASTR at the 200-level or above; one in MATH at the 200-level; and an additional course in ASTR or a related field. Students should consult with faculty about choosing electives and research opportunities appropriate for their fields of study. For example, students interested in earth science should elect ASTR 203/ GEOS 213 (Planetary Geology) and add courses in geosciences and chemistry. Students working towards teacher certification would add courses in other sciences and in Education, and might coordinate their fieldwork with ASTR 350, while those planning to enter the technical workforce might elect additional courses in computer science. Students planning to pursue graduate study in astronomy should instead elect an interdepartmental major in Astrophysics.

A minor in astronomy (five units) consists of: 101, 108, or 110; 301; and three additional units in astronomy.

Honors

To earn honors in the major, students must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. The student must complete a significant research project culminating in a paper and an oral examination. The project must be conducted after the junior year and approved in advance by the department, and might be satisfied by a thesis, a summer internship, or a 350. See Academic Distinctions.

See description of Whitin Observatory and its equipment.

Astrophysics

AN INTERDEPARTMENTAL MAJOR

Director: *French (Astronomy)*

Advisory Committee: *Bauer (Astronomy), French (Astronomy), McLeod (Astronomy), Lannert (Physics), Stark*^{A} *(Physics)*

The Departments of Astronomy and Physics offer an interdepartmental major in astrophysics, which combines the physics major with a foundation of course work in astronomy. This major should be considered by students interested in graduate study in astronomy or astrophysics, and by those who would like a coordinated astronomy extension to the physics major.

In addition to the nine courses required for the physics major, the student takes four astronomy courses. An astrophysics major consists of: PHYS 107, 108, 202, 203, 302, 305, 306, 314; PHYS 216; ASTR 101wL, 108, or 110wL; 206wL; 311; and either 315 or a 350 in either astronomy or astrophysics, or ASPH 370. PHYS 219 is strongly recommended. In planning the major, students should note that some of the courses have prerequisites in mathematics.

Honors

To earn honors in Astrophysics, students must have a minimum grade point average of at least 3.5 in all work in the major field above the 100 level; the Advisory Committee may petition on her behalf if her GPA in the major is between 3.0 and 3.5. The student must complete a significant research project culminating in a paper and an oral examination. The project must be conducted after the junior year and approved in advance by the Astrophysics Advisory Committee, and might be satisfied by a thesis, a summer internship, or a 350. See Academic Distinctions.

ASPH 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ASPH 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ASPH 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Biological Chemistry

AN INTERDEPARTMENTAL MAJOR

Director: *Allen (Biological Sciences)*

Biological Chemistry Advisory Committee: *Allen (Biological Sciences), Elmore (Chemistry), Hood-Degrenier (Biological Sciences), Peterman (Biological Sciences), Vardar Ulu (Chemistry), Wolfson (Chemistry)*

Biological Chemistry is an interdisciplinary major offered by the Departments of Biological Sciences and Chemistry, allowing students to explore the chemistry of biological systems. Biological Chemistry includes fields we call biochemistry, cell and molecular biology, as well as other molecular aspects of the life sciences. It deals with the structure, function and regulation of cellular components and biologically active molecules, such as proteins, carbohydrates, lipids, and nucleic acids. Expertise in biological chemistry is central to breakthroughs in DNA technology, drug discovery and design, and molecular approaches to disease.

In addition to two courses in biochemistry (CHEM 221 and 328), the major must include the following courses: CHEM (a) both 105 and 205, or 120; (b) 211; (c) 232; BISC (a) 110; (b) 219; (c) 220; (d) two 300-level courses from among the following: 303, 309, 310, 313, 316, 319, 320 or a seminar course if relevant to the major and approved by the director, excluding 350, 360, 370. At least one of these two 300-level courses must be a laboratory course; PHYS 104 or 107; MATH 116, 120 or equivalent. For students who enter the College in the fall of 2008 or later, BIOC 240 will be required for the major. For students who entered the College prior to the fall of 2008, BIOC 240 is strongly recommended.

Students should be sure to satisfy the prerequisites for the 300-level courses in biological sciences and chemistry. Students planning graduate work in biochemistry should consider taking additional courses in chemistry, such as analytical, inorganic, and the second semesters of organic and physical chemistry. Students planning graduate work in molecular or cell biology should consider taking additional advanced biological sciences courses in those areas. Independent research (350 and/or 360/370) is highly recommended, especially for those considering graduate study.

A recommended sequence of required courses would be:

Year I, CHEM 105 and math or physics; CHEM 205 and BISC 110

Year II, CHEM 211 and BISC 219; BISC 220 and math or physics

Year III, CHEM 221 and math; CHEM 328 and 232

Year IV, 300-level biological sciences courses and independent study

Please discuss your program with the director as soon as possible.

BIOC 250, 250H, 350, 360 and 370 research can be advised by any faculty member of the Departments of Biological Sciences or Chemistry. Advisors for honors work can be members of either department and students should enroll in BIOC 360/370 after approval by the Advisory Committee. The honors program will follow the guidelines of the appropriate department, but each honors candidate must be approved by the Biological Chemistry Advisory Committee.

BIOC 240 Seminar in Biological Chemistry for Newly-Declared Majors

Staff

A seminar for newly declared majors, to be taken in the spring of their sophomore or junior year. Students will read and discuss papers related to the research of prominent scientists working in the fields of biological chemistry and molecular biology and attend seminars in which those researchers will present their work at Wellesley. Some seminars may be scheduled outside of the normal class meeting time. *Mandatory credit/noncredit.*

Prerequisite: Limited to sophomore or junior Biological Chemistry majors or by permission of instructor.
Distribution: Natural and Physical Science
Semester: Spring Unit: 0.5

BIOC 250 Research or Individual Study

Prerequisite: By permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 1.0

BIOC 250H Research or Individual Study

Prerequisite: By permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 0.5

BIOC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

BIOC 360 Senior Thesis Research

Prerequisite: By permission of the Advisory Committee. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

BIOC 370 Senior Thesis

Prerequisite: 360 and permission of the Advisory Committee.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Department of Biological Sciences

Professor: *Allen, Berger-Sweeney, Buchholtz[A2], Cameron, Harris, Peterman (Chair), Rodenhouse, Webb*

Associate Professor: *Moore*

Assistant Professor: *Ellerby[A], Hood-DeGrenier, Sequeira, Suzuki*

Adjunct Assistant Professor: *Jones, Königer*

Senior Lecturer: *O'Donnell*

Lecturer: *Hughes*

Visiting Lecturer: *Labonte, Sommers Smith, Starkey*

Senior Instructor in Biological Sciences Laboratory: *Helluy, Thomas*

Instructor in Biological Sciences Laboratory: *Crum, Hacopian, McDonough, Skow*

Hughes Postdoctoral Fellow: *Pellock*

Biology is the study of life. Biologists examine life at all levels of organization: chemical, molecular, cellular, organismal, and community. Biology is an extraordinarily dynamic science that interfaces with many other disciplines, continually advancing our understanding of life's complexities. The patterns and processes of evolution provide a unifying theme for our knowledge of the astounding variety of living organisms, past and present.

Unless otherwise noted, all courses meet for two periods of lecture each week. If indicated, there will also be one three-and-one-half hour laboratory session weekly. Seminars normally meet for one double period each week.

Note: For any course that stipulates 110 and/or 111 as a prerequisite, the following courses may be used: 110, [110X], [110DL], 111, [111X], [111DL], [111T].

BISC 104 Science or Science Fiction?

Königer

This course will examine the scientific facts behind phenomena portrayed in a variety of Hollywood and foreign movies. We will cover topics ranging form the definition and recreation of life, genetics, behavior to evolution and environmental issues. The course will include weekly screenings of movies outside of class time as well as lectures, assigned readings and discussions. While obtaining an introduction to key concepts in biology, students will also explore misconceptions about science and scientists that are perpetuated by these movies.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Preference given to first-year students and sophomores.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

BISC 105 Stem Cells: A New Frontier in Biomedicine

O'Donnell

The exciting area of stem cell research has led to many recent discoveries. As researchers have learned more about the properties of these amazing cells, many potential biomedical applications have been envisioned. In this course, we will focus on understanding the unique biological properties of stem cells, and how these cells might lead to novel patient therapies. Questions to be addressed include: How were stem cells discovered? Where do stem cells come from, and what are stem cell lines? What are the similarities and differences between embryonic stem cells, adult stem cells, and recently discovered "induced pluripotent stem cells"? We will also discuss the bioethical issues and scientific controversies associated with recent stem cell discoveries. Promising areas of current research will be described.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Preference given to first-year students and sophomores.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.0

BISC 107 Biotechnology

Starkey

This course focuses on applications of recently developed biological techniques, including recombinant DNA, antibody techniques and reproductive technology. The social and ethical issues surrounding these techniques are also discussed. No prior knowledge of biology is expected, as all necessary background information will be discussed. *Two lectures weekly.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Preference given to first-year students and sophomores.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.0

BISC 108 Environmental Horticulture with Laboratory

Jones, McDonough, Thomas

This course will examine how plants function, both as individual organisms and as critical members of ecological communities, with special emphasis on human uses of plants. Topics will include plant adaptations, reproduction, environmentally sound landscape practices, urban horticulture, and the use of medicinal plants. The laboratory involves extensive use of the greenhouses, experimental design, data collection and analysis, and field trips.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Preference given to first-year students and sophomores.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

BISC 109 Human Biology with Laboratory

Sommers Smith, McDonough, Skow

In this class, we will explore human biology through case studies, lectures, and laboratories. Lecture topics will include: the structure and function of the major physiological systems; recent developments in healthcare; human genetics; and the impacts of human activity on the environment. Laboratories involve data collection using computers, physiological test equipment, limited animal dissection, a personal nutrition study and field trips.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Preference given to first-year students and sophomores.
Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Fall Unit: 1.25

BISC 110 Introductory Cellular and Molecular Biology with Laboratory

Staff

Introduction to eukaryotic and prokaryotic cell structure, chemistry, and function. Topics include: cell metabolism, molecular genetics, cellular interactions and mechanisms of growth and differentiation. Laboratories focus on experimental approaches to these topics. Either 110 or 111 may be taken first.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement and a score of 4 or 5 on the Chemistry AP exam or 6 or 7 on the IB or completion of 1 semester of college chemistry.
Distribution: Natural and Physical Science
Semester: Fall, Spring Unit: 1.25

BISC 111 Introductory Organismal Biology with Laboratory

Staff

Introduction to the central questions, concepts, and methods of experimental analysis in selected areas of organismal biology. Topics include: evolution, ecology, and plant and animal structure and physiology. Either 110 or 111 may be taken first.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Fall, Spring Unit: 1.25

BISC 198 Statistics in the Biosciences

Hughes and Taylor (Quantitative Reasoning)

This course combines statistical theory and practical application, the latter using examples from ecology and experimental biology to illustrate some of the more common techniques of experimental design and data analysis. Students will learn how to plan an experiment and consider the observations, measurements, and potential statistical tests before data are collected and analyzed. Other topics include graphical representation of data, probability distributions and their applications, one- and two-way ANOVA and t-tests, regression and correlation, goodness-of-fit tests, and non-parametric alternatives. Students will design and analyze their own experiment in the interactive laboratory component of class. Students also learn to use statistical computer software. *Normally offered in alternate years.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement and one course in biology, chemistry, or environmental science. Fulfills the Quantitative Reasoning overlay course requirement.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

BISC 201 Ecology with Laboratory

Rodenhouse, Thomas

An introduction to the scientific study of interactions between organisms and their environments. Topics include evolutionary adaptations to environmental constraints, foraging behavior, sexual reproduction and mate selection, population growth and regulation, species interactions, and the structure and function of biological communities and ecosystems. Emphasis is placed on experimental ecology and its uses in addressing environmental issues such as biological control of pests, conservation of endangered species and global climate change. Laboratories occur primarily in the field where exercises introduce students to local habitats including meadows, forests, alpine tundra, bogs, dunes, marshes, lakes, and streams.

Prerequisite: 108 or 111 or ES [100], or by permission of the instructor.
Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Fall Unit: 1.25

BISC 202 Evolution with Laboratory

Buchholtz

NOT OFFERED IN 2008-09. Examination of evolution, the central paradigm of biology, at the level of populations, species, and lineages. Topics include the genetics of populations, the definition of species, the roles of natural selection and chance in evolution, the reconstruction of phylogeny using molecular and morphological evidence, and patterns in the origination, diversity, and extinction of species over time.

Prerequisites: 110 and 111
Distribution: Natural and Physical Science
Semester: N/O Unit: 1.25

BISC 203 Comparative Physiology and Anatomy of Vertebrates with Laboratory

Cameron, Buchholtz

The physiology and functional anatomy of vertebrate animals, with an emphasis on comparisons among representative groups. The course covers topics in thermoregulatory, osmoregulatory, reproductive, cardiovascular, respiratory, digestive, neural and ecological physiology. The laboratories incorporate the study of preserved materials and physiological experiments.

Prerequisite: 109 or 111, or permission of the instructor.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

BISC 206 Histology I: Human Microscopic Anatomy with Laboratory

Sommers Smith, Hacopian

The structure and function of human tissues, and their cells, using light microscopic, histochemical and electron microscopic techniques. Topics covered include the connective tissues, epithelia, nervous tissue, blood, lymphoid tissue and immunology, as well as others. Laboratory study includes direct experience with selected techniques.

Prerequisite: 110
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

BISC 207 The Biology of Plants with Laboratory

Peterman, Königer

An introduction to experimental plant biology. Topics will include growth and development, stress physiology, plant defense, applications of genetic engineering to the study and improvement of plants and the properties of medicinal plants. The project-oriented laboratory sessions will provide an introduction to some of the techniques currently employed in answering research questions ranging from the organismal to the cellular level.

Prerequisite: 110 or 111
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

BISC 209 Microbiology with Laboratory

Allen

Introduction to the microbial world, with emphasis on bacteria and viruses and their activities in nature, using examples of how these microbes influence human activity. Both medical and nonmedical applications, and useful (food production, genetic engineering) as well as harmful (disease, bioterrorism) consequences of microbes will be discussed along with consideration of biological principles and techniques characterizing the organisms.

Prerequisite: 110 and one unit of college chemistry
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

BISC 210 Marine Biology with Laboratory

Moore, Hughes

Oceans cover more than 70% of the earth's surface and are our planet's primary life support system. This course examines adaptations and interactions of plants, animals and their environments in marine habitats. Focal habitats include the photic zone of the open ocean, the deep-sea, subtidal and intertidal zones, estuaries, and coral reefs. Emphasis is placed on the dominant organisms, food webs, and experimental studies conducted within each habitat. Laboratories will emphasize primarily field work outdoors in marine habitats where students will gather data for the testing of student-originated hypotheses.

Prerequisite: 111 or ES 101, or by permission of the instructor.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

BISC 213 The Biology of Brain and Behavior with Laboratory

Beltz, Helluy

An introduction to the study of the nervous system and behavior with particular emphasis on the structure and function of the nervous system. In the first half of the semester, basic neuroanatomy, neurochemistry and neurophysiology are covered. In the second half, brain mechanisms involved in sensation, language, addiction, memory and cognition are emphasized. The laboratory is designed to expose the student to basic neuroanatomy, neurochemistry, physiology and behavior.

Prerequisite: 110 and either 111 or 109. Not open to students who have taken [NEUR 213].
Distribution: Epistemology and Cognition or Natural and Physical Science
Semester: Fall Unit: 1.25

BISC 216 Mechanisms of Animal Development with Laboratory

O'Donnell, Suzuki

In this course, we will explore animal development beginning with the process of fertilization. We will consider how a single cell gives rise to the many specialized cell types of the adult and how the development of tissues and the whole body is coordinated. The mechanisms that determine cell fate during embryonic and postembryonic maturation of animals will be discussed. Topics will include: embryonic induction, pattern formation, organ development, regeneration, stem cells, growth, developmental plasticity and aging. Laboratory sessions will focus on experimental approaches to development.

Prerequisite: 110 and 111, or permission of the instructor.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

BISC 219 Genetics with Laboratory

Webb, Sequeira, Crum, McDonough

The goal of the course is to develop an understanding of the fundamental principles of genetics at the molecular, cellular, and organismal levels. First, the mechanisms that regulate the control of gene expression leading to alteration in phenotype during cellular differential will be studied. Then a link will be established between the generation of genetic variants through mutation and recombination, their patterns of inheritance, interactions between genes to produce complex phenotypes and the maintenance of such genetic variation in natural populations. Topics will include: organization of the eukaryotic genome, gene structure and function, multilevel gene control, genetics of pattern formation, inheritance of gene differences, gene and allele interactions and aspects of population and evolutionary genetics. Laboratory experiments will expose students to the fundamentals of genetics including modern molecular techniques for genetic analysis.

Prerequisite: 110 and one unit of college chemistry. Not open to first-year students.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

BISC 220 Cellular Physiology with Laboratory

Harris, Hood-DeGrenier, Crum, McDonough

This course will focus on structure/function relationships in eukaryotic cells. Topics will include: dynamic imaging of living cells, an introduction to protein structure and enzyme kinetics, membrane and membrane-bound organelle structure and function, cytoskeleton, transport mechanisms, cell communication, and signaling. The laboratory consists of three projects: enzyme purification and characterization, investigation of cellular transport pathways in yeast, and an analysis of the cytoskeleton in cultured mammalian cells using fluorescence microscopy.

Prerequisite: 110 and two units of college chemistry. One semester of organic chemistry is recommended. Not open to first-year students.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

BISC 231 Human Genetics with Laboratory

Staff

NOT OFFERED IN 2008-09. While addressing traditional concepts of human genetics including pedigree and chromosome analysis, linkage mapping, genetic testing and counseling, we will study human genetics through a molecular lens. For example, the molecular basis of inherited disorders such as cystic fibrosis, hypercholesterolemia, and familial cancers will be studied, as will gene imprinting and imprinting-related abnormalities (e.g. Angelman and Prader-Willi syndromes). Gene therapy, reproductive technologies, cloning (stem cell, germ line) and the associated ethical implications will be considered. Laboratory experiments include human genomic DNA preparation and analysis of gene variation. Students who are interested in the genetics of the human organism as well as those interested in medical school or bioengineering should find this course useful. *Not to be counted toward the minimum major in Biological Sciences.*

Prerequisite: 110
Distribution: Natural and Physical Science
Semester: N/O Unit: 0.5

BISC 250 Research or Individual Study

Prerequisite: By permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 1.0

BISC 250H Research or Individual Study

Prerequisite: By permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 0.5

BISC 302 Animal Physiology with Laboratory

Cameron, Paul

This course takes an integrated approach to the study of organ system function in animals, with an emphasis on human physiology. We will examine control mechanisms that allow the human body to maintain a constant balance in the face of environmental challenges such as exercise, temperature change, and high altitude. Our particular focus will be recent findings in the areas of neural, cardiovascular, respiratory, renal, and muscle physiology. In the laboratory, students gain experience with tools of modern physiological research at both the cellular and organismal levels.

Prerequisite: 111 or NEUR 100, and one of the following: 203, 206, 213
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

BISC 303/CS 303 Bioinformatics

Staff, Tjadan (Computer Science)

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. A multidisciplinary seminar exploring the origins, present and future applications and challenges of the intersection of biological and computer sciences. The field of bioinformatics, generated in response to the era of genomics, encompasses all aspects of biological data acquisition, storage, processing, analysis and interpretation with a view to generating in silico models of cellular function. *Students may register for either BISC 303 or CS 303 and credit will be granted accordingly.*

Prerequisites: 219 or 220 or CS 231
Distribution: Natural and Physical Science
Semester: N/O. Offered in 2009-10. Unit: 1.0

BISC 304 Histology II: Microscopic Anatomy of Human Systems with Laboratory

Staff, Hacopian

NOT OFFERED IN 2008-09. Analysis of structure-function relationships of human systems, based principally on microscopic techniques. Examination of selected pathologic states in each system, as well as discussion of recent literature. Laboratory study includes tissue preparation for microscopy, as well as hands-on experience at the transmission electron microscope and participation in a group research project.

Prerequisite: 206
Distribution: Natural and Physical Science
Semester: N/O Unit: 1.25

BISC 305 Seminar. Evolution

Buchholtz

A brief history of life. Origin of life from nonlife, evolution of replicatory molecules, origin of eukaryotic cellular structure, diversification of organic domains, kingdoms and animal phyla, development of strategies for life in terrestrial environments, patterns of extinction. The course will emphasize student participation and make extensive use of the primary literature.

Prerequisite: Two units in Biological Sciences at the 200 level or permission of the instructor.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.0

BISC 306/NEUR 306 Principles of Neural Development with Laboratory

Beltz (Neuroscience)

Aspects of nervous system development and how they relate to the development of the organism as a whole. Topics such as neural induction, neurogenesis, programmed cell death, axon guidance, synaptogenesis and the development of behavior will be discussed. Laboratory sessions focus on a variety of methods used to define developing neural systems. *Students may register for either BISC 306 or NEUR 306 and credit will be granted accordingly.*

Prerequisite: BISC 213/[NEUR 213] or BISC 216, or NEUR 200, or permission of the instructor
Distribution: Epistemology and Cognition or Natural and Physical Science
Semester: Fall Unit: 1.25

BISC 307/ES 307 Advanced Topics in Ecology with Laboratory

Rodenhouse

Topic for 2008-09: Conservation Biology with Laboratory. We live on an increasingly human-dominated planet. We must now take responsibility for and stewardship of Earth's resources, both living and non-living, which we are changing at unprecedented rates. Our course covers terrestrial, fresh and saltwater habitats—their diversity and ecology, current status and sustainability, and the role of humanity in both their endangerment and salvation. We will examine the sources and importance of species diversity, and explore the often contentious issues of species and ecosystem preservation and conservation, the design of natural sanctuaries, and whether altered ecosystems can be managed and restored. Laboratory activities will include measurement of species diversity in soil and aquatic samples, successional dynamics, ephemeral habitat biology and ecology, geographic informational analysis, and an independent project. *Students may register for either BISC 307 or ES 307 and credit will be granted accordingly.*

Prerequisite: 201, 210, or permission of the instructor
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

BISC 308 Tropical Ecology with Wintersession Laboratory

Königer, Helluy

The ecology of coral reefs and rain forests is the focus of the course. Lectures and discussions during the fall prepare students for the field portion in Belize and Costa Rica. The first half of the laboratory takes place on an island bordering the world's second longest barrier reef; the second half is taught in an intact lowland rain forest. Laboratory work is carried out primarily in the field and includes introductions to the flora and fauna, as well as testing of student-generated hypotheses. *Normally offered in alternate years. Subject to Dean's Office approval.*

Prerequisite: 201, 207, or 210, and permission of the instructor. Application required.
Distribution: Natural and Physical Science
Semester: Fall and Wintersession Unit: 1.25

BISC 309 Seminar in Evolutionary Developmental Biology

Suzuki

Diversity of organismal forms has fascinated human beings for centuries. What did the common ancestor of all metazoans look like? How did butterflies get eyespots? What is the evolutionary origin of bird feathers? The field of evolutionary developmental biology or Evo-Devo integrates the long separate fields of evolutionary biology and developmental biology to answer these questions. In this course, we will explore topics, such as the evolution of novelties, body plan evolution, developmental constraints, convergent evolution and the role of environmental changes in evolution. Through reading of original papers, we will examine recent advances made in evo-devo and critically analyze the role of evo-devo in biology and the implications beyond biology. The course revolves around discussions and student presentation of original papers.

Prerequisite: 202 or 216 or by permission of instructor
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.0

BISC 310 Advanced Topics in Cellular Regulation with Laboratory

Hood-DeGrenier

Eukaryotic cells possess a diverse array of molecular circuits that regulate their normal activities and respond to external signals. Common modes of regulation include modulation of protein expression or localization, covalent protein modifications, and protein-protein interactions. This course will examine the molecular mechanisms that regulate processes such as cell division, cell differentiation, stress responses, and others, in a format that combines lectures and student presentations of current literature articles. A semester-long investigative laboratory project will focus on a particular regulatory pathway using the budding yeast *Saccharomyces cerevisiae* as a model organism.

Prerequisite: 219 or 220 (both recommended)
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

BISC 313 Seminar. Microbial Physiology and Biochemistry

Allen

Topic for 2008-09: Microbial Communication and Development. Many bacteria are social creatures, interacting and communicating with each other. Quorum sensing, where population density alters gene expression, controls a diverse range of behaviors such as virulence factor production, genetic competence, sporulation, biofilm production, and programmed cell death. Signaling pathways and the molecules that regulate them will be studied, as well as the molecular mechanisms that regulate and produce developmental change in prokaryotes. Student participation and discussion of original literature will be emphasized.

Prerequisite: 209, 219 or 220, and CHEM 211, or permission of the instructor
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

BISC 315/NEUR 315 Neuroendocrinology with Laboratory

Tetel (Neuroscience)

NOT OFFERED IN 2008-09. Hormones act throughout the body to coordinate basic biological functions such as development, differentiation and reproduction. This course will investigate how hormones act in the brain to regulate physiology and behavior. We will study how the major neuroendocrine axes regulate a variety of functions, including brain development, reproductive physiology and behavior, homeostasis and stress. The regulation of these functions by hormones will be investigated at the molecular, cellular and systems levels. Laboratory experiments will explore various approaches to neuroendocrine research, including the detection of hormone receptors in the brain and analysis of behavior. *Students may register for either BISC 315 or NEUR 315 and credit will be granted accordingly.*

Prerequisite: BISC 213/[NEUR 213], or NEUR 200, or both BISC 110 and BISC 203, or permission of the instructor
Distribution: Epistemology and Cognition or Natural and Physical Science
Semester: N/O Unit: 1.25

BISC 316 Molecular Biology with Laboratory

Peterman

NOT OFFERED IN 2008-09. Molecular techniques, which allow us to isolate, analyze and manipulate genes, have revolutionized our understanding of living things as well as our ability to alter them genetically. This course focuses on the use of molecular methods to dissect and manipulate complex biological systems. A case study approach will be used to analyze the application of molecular biology to genetic diseases (e.g. cystic fibrosis and muscular dystrophy), genetically modified organisms, cancer, stem cells, human cloning, aging and environmental protection. Student participation and critical analysis of the primary literature will be emphasized. In the laboratory students will pursue an original research project using current molecular techniques (e.g. molecular cloning, PCR, DNA sequencing, mutagenesis, protein expression, bioinformatics). Emphasis will be on experimental design and data analysis and interpretation.

Prerequisite: 219 or permission of the instructor
Distribution: Natural and Physical Science
Semester: N/O Unit: 1.25

BISC 319 Population Genetics and Systematics: Evolution on Islands with Laboratory

Sequeira

In this course we will focus on patterns of population differentiation and speciation in oceanic islands. Little is known about the ecological and historical forces responsible for speciation although these are key for the generation of biological diversity. By looking at relationships between organisms, populations and species, we can interpret how historical processes can leave evolutionary footprints on the geographic distribution of traits. After a series of introductory lectures, the course will involve student presentations and discussion of primary literature examining cases in archipelagos (Hawaii, Canaries and Galapagos). In the laboratory we will explore computational biology tools for analysis of DNA sequences, and apply methods of phylogeny, phylogeography reconstruction and population demographics. We will also explore the growing field of molecular dating of evolutionary events.

Prerequisite: 201 or 202 or 210 or 219 or by permission of the instructor. Not open to students who have taken [318].
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

BISC 320 Proteomics with Laboratory

Harris

The sequencing of the genomes of many organisms has provided biologists with vast storehouses of information. However, it is important to remember that DNA sequences only provide a recipe for life. To a great extent the living condition arises from the complex interactions of thousands of cellular proteins. Research that focuses on the large-scale study of proteins is called proteomics. This course introduces students to the techniques utilized and the scientific questions being addressed in this newly emerging discipline. Student participation and the use of original literature will be emphasized. In the laboratory students will perform two-dimensional gel electrophoresis, peptide mass fingerprinting using MALDI-TOF mass spectrometry, and DNA microarrays.

Prerequisite: 219, 220 and CHEM 211, or by permission of the instructor
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

BISC 322 Designs for Life: The Biomechanics of Animals and Plants with Laboratory

Ellerby

NOT OFFERED IN 2008-09. This course will focus on how organisms cope with a complex physical world. Their sophisticated designs withstand large environmental forces, caused by gravity, wind, and water flow. Animals, as well as confronting the problems of not falling over or apart, must overcome additional challenges associated with locomotion. Biomaterials, including spider silk that's stronger than steel and springy tendons that power prodigious jumps, help make this possible. Topics for discussion will include how biomaterials give organisms structure and strength, how muscle acts as a biological motor during locomotion, how animals swim and fly, and how they run, walk and jump effectively on land. Class discussion and student presentation of recent primary literature will be an integral part of the course. Labs will include the analysis of video images to calculate accelerations and power during movement, and the use of force plates to quantify contact forces during running and jumping.

Prerequisite: Two units in Biological Sciences at the 200 level or permission of the instructor.
Distribution: Natural and Physical Science
Semester: N/O Unit: 1.25

BISC 331 Seminar. Cancer Genomics

Webb

Cancer can be attributed to disruption of gene structure and function. Functional genomics has contributed more to the understanding and treatment of cancer in the last five years than the previous half century of oncology research. This course will provide a comprehensive study of the biological basis of malignancy from pathophysiology to the genetics of the transformed phenotype by examining the use of genomics in diagnosis, prognosis and treatment directed at specific molecular targets. Topics to be discussed include pharmacogenomics, RNAi, biomarkers, oncolytic viruses and the role of bioinformatics in analysis of SNPs, transcriptional profiling, proteomics, and rational drug design. Class discussion and student presentation of recent original literature will be an integral part of the course.

Prerequisites: 219 or 220 or by permission of the instructor
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

BISC 334 The Biology of Stem Cells

O'Donnell

In this course, we will study stem cells in terms of molecular, cellular and developmental biology. We will focus on different types of stem cells, particularly embryonic stem cells, adult stem cells, cancer stem cells, and induced pluripotent stem cells. More specifically, we will explore how stem cells develop, the criteria by which stem cells are currently defined, and stem cell characteristics under investigation. Current research in the area of therapeutic cloning (somatic cell nuclear transfer) and potential stem cell therapies for the treatment of degenerative diseases will also be discussed. Bioethical issues related to stem cell biology will be described. Students will present and discuss original literature throughout the course.

Prerequisites: 216 or 219 or 220
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.0

BISC 336 Seminar
Labonte

Topic for 2007-08: Immunology. In this course, we will study the molecular, cellular and biochemical features of the immune system. We will also develop an appreciation for the interrelationship of immune components and their ability to function as an interactive system. When the immune system functions properly, infectious pathogens and potential cancer cells are destroyed. When our immune system malfunctions, normally harmless microorganisms can cause serious infections, autoimmune diseases or allergies can develop, and cancer cells can evade immune surveillance and grow unchecked. In this discussion- and presentation-based class, current research in immunology will be emphasized through the analysis of primary literature.

Prerequisite: 110, 219, or permission of the instructor.
Distribution: Natural and Physical Sciences
Semester: Spring Unit: 1.0

BISC 350 Research or Individual Study

Prerequisite: Open by permission of the instructor, ordinarily to students who have taken at least four units in biology.
Distribution: None
Semester: Fall, Spring Unit: 1.0

BISC 360 Senior Thesis Research

Prerequisite: By permission of the department. Occasional group meetings and one oral presentation will be required. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

BISC 370 Senior Thesis

Prerequisite: 360 and permission of department. Occasional group meetings and one oral presentation will be required.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

Attention Called

CHEM 221 Biochemistry I with Laboratory

CHEM 222 Introduction to Biochemistry with Laboratory

CHEM 328 Biochemistry II with Laboratory

CS 112 Computation for the Sciences

ES 212/RAST 212 Lake Baikal: The Soul of Siberia

EXTD 115 Introduction to Botanical Art

EXTD 225 Biology of Fishes

EXTD 226 Biology of Whales

EXTD 227 Wetlands: Ecology, Hydrology, Restoration

GEOS 110 The Coastal Zone: Intersection of Land, Sea, and Humanity with Laboratory

GEOS 200 The Earth and Life Through Time with Laboratory

GEOS 205 Vertebrate Paleontology: Revolutions in Evolution

GEOS 208 Oceanography

NEUR 100 Brain, Behavior, and Cognition: An Introduction to Neuroscience

NEUR 200 Neurons, Networks, and Behavior with Laboratory

NEUR 320 Vision and Art: Physics, Physiology, Perception, and Practice with Laboratory

NEUR 335 Computational Neuroscience with Laboratory

PE 205 Sports Medicine

PHIL 217 Philosophy of Science: Traditional and Feminist Perspectives

PHIL 233 Environmental Philosophy

PHIL 249 Medical Ethics

PHYS 103 The Physics of Marine Mammals with Laboratory

PHYS 222 Medical Physics

Directions for Election

For students who enter the College in the fall of 2008 or later, a major in biological sciences includes: nine biological sciences courses, at least seven of which must be taken at Wellesley, plus two units of college chemistry (CHEM 105 or higher). BISC 110 and 111 or their equivalent are required for the major. Four 200-level courses are required, with at least one course from each of the following three groups: cell biology-206, 219, 220; systems biology-203, 207, 213, 216; and community biology-201, 202, 208, 209, 210. A minimum of two 300-level courses are also required for the major. One of these courses, exclusive of 350, 360, or 370, must include laboratory and must be taken at Wellesley. Additional chemistry beyond the two required units is strongly recommended or required for certain 300-level courses. CHEM 221 and 328, and BISC 350, 360, and 370 do not count toward the minimum major.

BISC 104, 105, 107, 108, and 109, which do count toward the minimum major in biological sciences, fulfill the College distribution requirements for nonmajors; 108 and 109 as laboratory sciences; 104, 105 and 107 as nonlaboratory science courses. BISC 109, 111, and 201 fulfill the Quantitative Reasoning overlay course requirement.

For students who entered the College prior to the fall of 2008, a major in biological sciences includes: eight biological sciences courses, at least six of which must be taken at Wellesley, plus two units of college chemistry (CHEM 105 or higher). BISC 110 and 111 or their equivalent are required for the major. Four 200-level courses are required, with at least one course from each of the following three groups: cell biology-206, 216, 219, 220; systems biology-203, 207, 213; and community biology-201, 202, 208, 209, 210. A minimum of two 300-level courses are also required for the major. One of these courses, exclusive of 350, 360, or 370, must include laboratory and must be taken at Wellesley. Additional chemistry beyond the two required units is strongly recommended or required for certain 300-level courses. CHEM 221 and 328, and BISC 350, 360, and 370 do not count toward the minimum major.

BISC 107, 108, and 109, which do not count toward the minimum major in biological sciences, do fulfill the College distribution requirements; 108 and 109 as laboratory sciences; 107 as a nonlaboratory science course. BISC 109, 111, 198, and 201 fulfill the Quantitative Reasoning overlay course requirement.

A minor in biological sciences (five units) consists of: (A) BISC 110 and 111 (B) two 200-level units, each of which must be in a different group as described in the first paragraph above under major requirements, and (C) one 300-level unit, excluding 350, which must be taken at Wellesley. Four of the five courses for a minor must be taken at Wellesley. Chemistry is recommended. Students planning a minor should consult the chair.

Interdepartmental majors: Students interested in the interdepartmental major in **biological chemistry** are referred to the section of the catalog where the program is described. They should consult with the director of the biological chemistry program.

Students interested in the interdepartmental major in **neuroscience** are referred to the section of the catalog where this program is described. They should consult with the director of the neuroscience program.

Students interested in the interdepartmental major in **environmental studies** are referred to the section of the catalog where this program is described. They should consult with the directors of the environmental science program. Students interested in concentrating in community biology may wish to supplement and enrich their work at Wellesley by taking extradepartmental courses offered through the Marine Studies Consortium or the Semester in Environmental Science (SES) offered each fall at the Ecosystems Center of the Marine Biological Laboratory, Woods Hole, Mass. Students are referred to the sections of the catalog titled Extradepartmental and Special Academic Programs where these opportunities are described.

AP credit does not replace any course offered in the Department of Biological Sciences and does not count toward a major or a minor in biological sciences, biological chemistry, or neuroscience. No exemption exams will be given for BISC 110 or 111. All biology courses require the fulfillment of the Quantitative Reasoning basic skills requirement as a prerequisite.

In order to obtain Wellesley credit for any biology course taken at another institution during the summer or the academic year, preliminary approval must be obtained from the chair of the department prior to enrolling in the course. After enrolling at Wellesley, courses from two-year colleges will not be accepted at any level. Transfer students wishing to obtain credit for biology courses taken prior to enrollment at Wellesley should consult the chair of the department.

Honors in biological sciences is earned by the demonstration of excellence in both coursework and a thesis research project. All junior majors are invited to apply for the honors program. Final acceptance into the program is contingent on a vote of the department faculty and, typically, a grade point of 3.5 or higher in courses in the major above the 100 level. The primary goal of the thesis project is the development of independent research capabilities, culminating in the writing of a research paper. Honors candidates present the results of their thesis research to an examination committee in the thesis oral discussion, which takes place during reading period. After the oral examination, the thesis committee evaluates the candidate's performance and may recommend approval of the degree with honors. For more information, please see the bulletin "Guidelines for Research Students and Advisors" and the biological sciences department Web site for honors and theses: www.wellesley.edu/Biology/honors_theses.html.

Students planning graduate work are advised to take calculus, statistics, organic chemistry, two units of physics, and to have a reading knowledge of a second language. They should consult the catalogs of the graduate schools of their choice for specific requirements. Premedical students are referred to the requirements given in the Academic Program section.

Department of Chemistry

Professor: *Kolodny*[A2], *Coleman, Hearn, Wolfson, Arumainayagam (Chair)*

Associate Professor: *Haines*[A], *Miwa*

Assistant Professor: *Flynn, Elmore*[A1], *Vardar-Ulu, Carrico-Moniz, Radhakrishnan, Virgo*

Adjunct Assistant Professor: *Reisberg, Verschoor*

Senior Instructor in Chemistry Laboratory: *Turnbull, Doe, Hall, McCarthy*

Instructor in Chemistry Laboratory: *Hart, Oakes, Trainor*

Chemistry has often been referred to as "The Central Science." Knowledge of the properties and behavior of atoms and molecules is crucial to our understanding of medicine, biological systems, neuroscience, nanotechnology, environmental science and a myriad of other areas. All of the traditional divisions of chemistry—analytical chemistry, biochemistry, inorganic chemistry, organic chemistry and physical chemistry—are represented on the faculty, in the course offerings and in opportunities for student-faculty collaborative research.

Unless otherwise noted, all courses meet for three periods of lecture/discussion and one 3.5 hour laboratory appointment weekly. CHEM 306 and the selected topics courses will generally be taught without laboratory, but may include laboratory for some topics.

The chemistry department reviews elections of introductory chemistry students and places them in 105, 205, or 120 according to their previous preparation, Advanced Placement (AP) scores, International Baccalaureate (IB) scores and department placement exams. Students with a 5 on the Chemistry AP exam (or the equivalent on the IB exam) typically elect CHEM 120. They may elect CHEM 211 if they demonstrate sufficient mastery of material from CHEM 105 and CHEM 205 on the department's placement exam. Details of the AP/IB policy and the placement exam are on the department's Web site, www.wellesley.edu/Chemistry/chem.html. Students who have taken one year of high school chemistry should elect CHEM 105 followed by either CHEM 205 or 211. A non-credit high school chemistry review will be offered during the wintersession.

CHEM 102 Contemporary Problems in Chemistry with Laboratory

Reisberg

Topic for 2008-09: Understanding Drugs. A study of a wide variety of drugs, both legal and illegal. The focus will be on how these molecules affect our minds and bodies based on an understanding of their biochemistry. Topics will include antibiotics, steroids, stimulants, intoxicants, narcotics, and hallucinogens. The history, discovery, development, testing, regulation and prohibition of these substances will also be considered. The laboratory will include synthesis and analysis of an analgesic and an intoxicant, plus the detection of drugs in our bodies and on currency.

Prerequisite: Open to all students except those who have taken any other chemistry course.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

CHEM 105 Fundamentals of Chemistry with Laboratory

Staff

This course is designed for students majoring in the physical and biological sciences as well as those wishing an introduction to modern molecular science. Core principles and applications of chemistry are combined to provide students with a conceptual understanding of chemistry that will help them in both their professional and everyday lives. Topics include principles of atomic and molecular structure, nuclear chemistry, molecular energetics, and an introduction to chemical equilibrium, chemical kinetics and classes of chemical reactions. The laboratory work introduces students to synthesis and structural determination by IR and other spectroscopic techniques, molecular modeling, periodic properties, computational chemistry, statistical analysis and various quantitative methods of analysis.

Prerequisite: 105 is designed for students who have completed one year of high school chemistry and mathematics equivalent to two years of algebra. Students who do not meet these prerequisites and who wish to take 105 should plan on taking the non-credit wintersession high school chemistry review course. Students must have fulfilled the basic skills component of the Quantitative Reasoning requirement. Students who have AP or IB credit in Chemistry, and who elect CHEM 105, forfeit the AP or IB credit
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: Fall, Spring Unit: 1.25

CHEM 120 Intensive Introductory Chemistry with Laboratory

Kolodny

A one-semester course for students who have completed more than one year of high school chemistry, replacing CHEM 105 and 205 as a prerequisite for more advanced chemistry courses. It presents the topics of nuclear chemistry, atomic structure and bonding, periodicity, kinetics, thermodynamics, electrochemistry, equilibrium, acid/base chemistry, solubility and transition metal chemistry. All of these topics are presented in the context of both historical and contemporary applications. The laboratory includes experiments directly related to topics covered in lecture, an introduction of statistical analysis of data, molecular modeling and computational chemistry, instrumental and classical methods of analysis, thermochemistry and solution equilibria. The course meets for four periods of lecture/discussion and one 3.5 hour laboratory.

Prerequisite: Open to students who have a score of 5 on the Chemistry AP exam or an IB score of 5 or above; open also to students with two years of chemistry but without the requisite AP or IB score who perform sufficiently well on the Chemistry 120 Placement Exam. Students must have fulfilled the basic skills component of the Quantitative Reasoning requirement. Not open to students who have completed 105 and/or 205. Students who have AP or IB credit in Chemistry, and who elect CHEM 120, forfeit the AP or IB credit.
Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Fall Unit: 1.25

CHEM 205 Chemical Analysis and Equilibrium with Laboratory

Staff

This course builds on the principles introduced in CHEM 105, with an emphasis on chemical equilibrium and analysis, and their role in the chemistry of the environment. Topics include chemical reactions in aqueous solution with particular emphasis on acids and bases, solubility and complexation, electrochemistry, atmospheric chemistry, photochemistry and smog, global warming and acid deposition, sampling and separations, modeling of complex equilibrium and kinetic systems, statistical analysis of data, and solid state chemistry of ceramics, zeolites and new novel materials. The laboratory work includes additional experience with instrumental and noninstrumental methods of analysis, sampling, computational chemistry and solution equilibria.

Prerequisites: 105 and fulfillment of the basic skills component of the Quantitative Reasoning requirement or permission of the department. Not open to students who have taken 120.
Distribution: Mathematical Modeling or Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Fall, Spring Unit: 1.25

CHEM 211 Organic Chemistry I with Laboratory

Staff

Topics covered include: stereochemistry, synthesis and reactions of alkanes, alkenes, alkynes, alkyl halides, alcohols and ethers, nomenclature of organic functional groups, IR, and GC/MS.

Prerequisite: 105, or 120 or permission of the department.
Distribution: Natural and Physical Science
Semester: Fall, Spring Unit: 1.25

CHEM 212 Organic Chemistry II with Laboratory

Staff

A continuation of CHEM 211. Includes NMR spectroscopy, synthesis, reactions of aromatic and carbonyl compounds, amines, and carbohydrates. In addition, students are expected to study the chemical literature and write a short chemistry review-paper.

Prerequisite: 211
Distribution: Natural and Physical Science
Semester: Fall, Spring Unit: 1.25

CHEM 221 Biochemistry I with Laboratory

Vardar-Ulu

A study of the chemistry of biomolecules and macromolecular assemblies with emphasis on the structure of proteins, nucleic acids, carbohydrates, and lipids, as well as methodologies for studying them. This course is the first half of a year-long course sequence in biochemistry that continues with CHEM 328. Students who only intend to take a single semester of biochemistry should enroll in CHEM 222.

Prerequisite: 205, 211 and BISC 220; or 120, 211 and BISC 220
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

CHEM 222 Introduction to Biochemistry with Laboratory

Vardar-Ulu, Elmore

A study of the chemistry of biomolecules and macromolecular assemblies, with emphasis on structure-function relationships; an introduction to bioenergetics, enzyme kinetics, and metabolism. This course is intended for students who plan to complete only one semester of biochemistry coursework at Wellesley. Students who plan to continue in Biochemistry II (CHEM328) should enroll in CHEM 221.

Prerequisite: 205, 211 and 212; or 120, 211 and 212
Distribution: Natural and Physical Science
Semester: Fall, Spring Unit: 1.25

CHEM 232 Physical Chemistry for the Life Sciences with Laboratory

Radhakrishnan

An examination of several topics in physical chemistry, with an emphasis on their applications to the life sciences. Topics include quantum chemistry and spectroscopy, electrochemistry, chemical thermodynamics, and kinetics. Does not count toward the chemistry major but counts toward the biological chemistry major and chemistry minor.

Prerequisite: 205 or 120, or permission of the department; and MATH 116, 116Z, or 120 and PHYS 104 or 107. Not open to students who have taken [231], 233, [332], [333], 334 or 335..
Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Spring Unit: 1.25

CHEM 233 Physical Chemistry I with Laboratory

Arumainayagam

This foundation course in physical chemistry establishes and develops the physical principles that are used to explain and interpret the observations made in other branches of chemistry. All four major physical chemistry topics, quantum mechanics, chemical thermodynamics, statistical mechanics, and kinetics, are introduced. Applications to other areas of chemistry will be discussed. The laboratory segment of the course incorporates statistical analysis of measured data.

Prerequisite: 205 or 120, or by permission of the department; and MATH 116, 116Z, or 120 and PHYS 104 or 107. Not open to students who have taken [231], 232, [332], [333], 334, or 335.
Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Fall Unit: 1.25

CHEM 250 Research or Individual Study

Prerequisite: Open by permission to students who have taken 205 or 120. This course cannot be counted toward a minimum major in chemistry. Students seeking to fulfill the chemistry major research requirement with a 200-level research course should enroll in CHEM 251.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CHEM 251 Research or Individual Study

This course may count toward the research requirement for the chemistry major if the following criteria are met: the student registers for 251, writes an 8-10 page (minimum) paper on the research and gives a presentation to the chemistry department during one of the two research seminar presentation periods. The paper must contain substantial literature references, demonstrating a familiarity with searching the chemical literature.

Prerequisite: Open by permission to students who have taken 211 or 205 or 120. Distribution: None
Semester: Fall, Spring Unit: 1.0

CHEM 306 Seminar

Kolodny

Topic A: Medical and Biological Applications of Magnetic Resonance. Applications of magnetic resonance in chemistry, biology and medicine include both nuclear magnetic resonance (NMR) spectroscopy and magnetic resonance imaging (MRI). Uses of NMR and MRI range from the determination of structures of macromolecules using multi-dimensional NMR spectroscopy to the observation of brain activation using functional MRI. The theoretical and instrumental basis of these techniques will be discussed. Examples of their applications will be taken from the current scientific literature. The seminar will be participatory, with each student making formal class presentations.

Prerequisites: 212 and PHYS 106 or 108
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.0

CHEM 306/ES 306 Seminar

Coleman

Topic B: Green Chemistry. A study of the impact of chemicals and the chemical industry, broadly defined, on the global environment, and on emerging approaches to reducing that impact. The major focus will be on the fundamentals of designing chemical processes that produce smaller amounts of harmful byproducts, reduce the use of toxic solvents, exploit catalysis, and maximize the conversion of reactants to the desired product. We will also examine the economic and political issues that surround green chemistry. *Students may register for either CHEM 306 or ES 306 and credit will be granted accordingly.*

Prerequisites: 205 and 211, or 120 and 211, or permission of instructor
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

CHEM 328 Biochemistry II with Laboratory

Vardar-Ulu

A further study of the function and regulation of biomolecules and macromolecular assemblies introduced in CHEM221, with special emphasis on enzymes and metabolic pathways. Both the lecture and laboratory components of the course emphasize the development of independent research proposals to further students' conceptual and experimental understanding of biochemistry.

Prerequisite: 221 (students with 222 should get permission of the instructor to enroll in 328)
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

CHEM 329 Seminar. Selected Topics in Biochemistry

Elmore

Topic for 2008-09: Molecular Modeling of Biochemical Systems. Although once the realm of specialized computational chemists using rare supercomputers, molecular modeling methods have become quite accessible in recent years to experimental biochemists working with standard personal computers. This course will provide students with practical experience using contemporary modeling techniques along with a basic understanding of the theoretical underpinnings of these methods. Specific methods considered in the course will include molecular dynamics simulations, drug docking, and homology modeling. The course will include weekly computer-based exercises, and will culminate in students' proposing and completing an independent project.

Prerequisites: 205, 212, and BISC 110, or permission of instructor
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

CHEM 334 Physical Chemistry II without Laboratory

Virgo

Topics include statistical mechanics, quantum chemistry, spectroscopy, computational chemistry, and structure of solids. This course cannot be counted toward the physical chemistry requirement of the chemistry major.

Prerequisite: 233, PHYS 106 or 108; and MATH 215. Not open to students who have taken [333] or 335; (232 by permission of the instructor).
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: Spring Unit: 1.0

CHEM 335 Physical Chemistry II with Laboratory

Virgo

Topics include statistical mechanics, quantum chemistry, spectroscopy, computational chemistry, and structure of solids.

Prerequisite: 233, PHYS 106 or 108; and MATH 215. Not open to students who have taken [332], [333], or 334; (232 by permission of the instructor).
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: Spring Unit: 1.25

CHEM 341 Inorganic Chemistry with Laboratory

Coleman

Review of atomic structure, multi-electron atoms, the periodic table and periodicity, chemical applications of group theory, molecular orbital theory, the chemistry of ionic compounds, generalized acid/base theories, transition metal complexes, organometallic chemistry, catalysis, and bioinorganic chemistry. The laboratory introduces a number of experimental and computational techniques used in inorganic chemistry.

Prerequisites: 205 and 212, or 120 and 212
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

CHEM 350 Research or Individual Study

Prerequisite: Open by permission to students who have taken at least three units in chemistry above the introductory level. Students seeking to fulfill the chemistry major research requirement with a 300-level research course should enroll in CHEM 351.
Distribution: None. Does not count toward the research requirement for the chemistry major.
Semester: Fall, Spring Unit: 1.0

CHEM 350H Research or Individual Study

Prerequisite: Open by permission to students who have taken at least two units in chemistry above the introductory level.
Distribution: None. Does not count toward the research requirement for the chemistry major.
Semester: Fall, Spring Unit: 0.5

CHEM 351 Research or Individual Study

This course may count toward the research requirement for the chemistry major if the following criteria are met: the student registers for 351, performs research during the semester or summer, writes an 8-10 page (minimum) paper on the research and gives a presentation to the chemistry department during one of the two research seminar presentation periods. The paper must contain a substantial review of the literature, demonstrating a familiarity with searching the chemical literature. Students electing to do off-campus summer research (8 weeks minimum) must arrange to have the research project approved by a faculty member in the chemistry department before starting the program.

Prerequisite: Open by permission to students who have taken at least three units in chemistry above the introductory level.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CHEM 355 Chemistry Thesis Research

The first course in a two-semester investigation of a significant research problem, culminating in the preparation of a thesis and defense of that thesis before a committee of faculty from the chemistry department. Students will participate in a regular weekly seminar program, in which they will discuss their research progress informally with faculty and student colleagues and gain familiarity with contemporary research through presentations by outside seminar speakers. *This route does not lead to departmental honors. Counts toward the research requirement for the Chemistry major.*

Prerequisite: Open only to seniors by permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CHEM 360 Senior Thesis Research

Students in 360 and 370 will be expected to attend the weekly departmental honors seminar, listed in the schedule of classes. The seminar provides a forum for students conducting independent research to present their work to fellow students and faculty. See Academic Distinctions. *Counts toward the research requirement for the Chemistry major.*

Prerequisite: By permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CHEM 361 Analytical Chemistry with Laboratory

Flynn

Classical and instrumental methods of chemical analysis. Topics include statistical analysis, electronics and circuitry, electrochemistry, spectroscopy, and separations science with special attention to instrument design and function. The course work emphasizes the practical applications of chemical instrumentation and methods to address questions in areas ranging from art history to biochemistry to materials science. The laboratory work focuses on the design, construction, and utilization of chemical instrumentation along with the interfacing of instruments with computers.

Prerequisites: 205 and 211 or 120 and 211.
Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Fall Unit: 1.25

CHEM 365 Chemistry Thesis

The second course in a two-semester investigation of a significant research problem, culminating in the preparation of a thesis and defense of that thesis before a committee of faculty from the chemistry department. Students will participate in a regular weekly seminar program, in which they will discuss their research progress informally with faculty and student colleagues and gain familiarity with contemporary research through presentations by outside seminar speakers. *This route does not lead to Departmental Honors.*

Prerequisite: 355
Distribution: None
Semester: Fall, Spring Unit: 1.0

CHEM 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Directions for Election

Any student who plans to take chemistry beyond 205 or 120 should consult one or more members of the chemistry department faculty. The department Web site (http://www.wellesley.edu/Chemistry/chem.html) contains specific suggestions about programs and deals with a variety of topics including preparation in mathematics and physics, graduate programs, and careers of former majors.

The chemistry major may follow either of two paths:

Path 1 (Recommended option for students planning to go to graduate school)

- 105 and 205, or 120;
- 211 and 212;
- [231] 233 and [333] 335;
- two from among: 222 or 221; 341; 361;
- one unit of research/independent study (CHEM 251, 351, 355, or 360)
- one additional non-research/thesis chemistry course at the 300 level (excluding research/thesis courses).
- MATH 215 and PHYS 108.

Path 2

- 105 and 205, or 120;
- 211 and 212;
- 233; 341; 361;
- either 222 or 221;
- one unit of research/independent study (CHEM 251, 351, 355, or 360)
- one additional non-research/thesis chemistry course at the 300 level (excluding research/thesis courses).
- MATH 116 or MATH 120; and PHYS 106 or PHYS 108

Students planning to study physical chemistry in graduate school should consider taking Chemistry 335 in their junior year and Physics 349 in their senior year.

Students interested in an independent major in chemical physics should consult the department chair.

The required mathematics and physics courses (Physics 108 but not Physics 106) may also be counted toward a major or a minor in those departments. Early completion of the mathematics and physics requirements is strongly encouraged.

Normally no more than three units of chemistry taken at another institution may be counted towards the major.

Students interested in the interdepartmental major in biological chemistry are referred to the section of the catalog where that major is described. They should also consult with the director of the biological chemistry program.

A minor in chemistry includes: 105 and 205, or 120; 211; 233 [231] or 232; a choice of 221 or 222 or 341 or 361; one additional 200- or 300 level unit, excluding 350/351. The mathematics and physics prerequisites for 233 [231]/232 must also be satisfied. Normally no more than one unit in chemistry from another institution may be counted toward the minor.

Chemist Accreditation
The American Chemical Society has established a set of requirements in various areas which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the chair of the chemistry department.

Teacher Certification
Students interested in obtaining certification to teach chemistry in the Commonwealth of Massachusetts should consult the chair of the education department.

Engineering
Students interested in engineering should consult the course listings in Extradepartmental.

Placement and Exemption Examinations
If a student scores a 5 on the AP or IB examinations, she automatically qualifies for CHEM 120. The department offers two placement examinations at the beginning of the fall semester. If a student scores a 5 and does well on the CHEM 120 **exemption** exam, she can go directly into CHEM 211. If a student scores below a 5 on the Chemistry AP, but performs well on the CHEM 120 **placement** exam she will be placed into CHEM 120. A student who has one year of high school chemistry can take CHEM 105 without taking AP chemistry or a placement exam.

Credit for Courses Taken at Other Institutions
In order to obtain Wellesley credit for any chemistry course taken at another institution, during the summer or the academic year, approval must be obtained from the chair of the department prior to enrolling in the course. In general, courses from two-year colleges will not be accepted at any level. These restrictions normally apply only to courses taken after enrollment at Wellesley. Transfer students wishing to obtain credit for chemistry courses taken prior to enrollment at Wellesley should consult the chair of the department.

Withdrawal from Courses with Laboratory
Students who withdraw from a course which includes laboratory, and then elect that course in another semester, must complete both the lecture and laboratory portions of the course the second time.

Honors
The only route to honors in the major is writing a thesis and passing an oral examination (CHEM 360 and 370). To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Department of Chinese

See Department of East Asian Languages and Literatures

Chinese Studies

See East Asian Studies

Cinema and Media Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Shetley (English)*

Cornille Visiting Professor: *Mulvey*

Mellon Postdoctoral Fellow: *San Filippo*

Steering Committee: *Shetley (English), Viano (Italian), Zimmerman (East Asian Languages and Literatures)*

Advisory Faculty: *Obeng (Africana Studies), Mekuria (Art), Song (East Asian Languages and Literature), Ford (English), Nolden (German), Bishop (Russian), Gascón-Vera (Spanish), Creef (Women's Studies), Mata (Women's Studies), Wood (The Writing Program)*

The cinema and media studies program is multicultural in scope and interdisciplinary in method. Its chief objectives are: (a) to provide students with the skills to understand and interpret the various forms of the moving image, and (b) to enable students to analyze, in an informed and judicious way, specific audio-visual texts, and to appreciate the power of outstanding works of cinematic art. Audio-visual media have played a dominant role in the cultural life of the twentieth century, and promise to figure even more prominently in the current one. The cinema and media studies program equips students to reflect critically on the prevalence and power of audio-visual media. It aims to promote active viewing instead of passive absorption, offering students a context and a set of tools with which to assess the media texts that shape the world we inhabit. Whether fiction or documentary, art or entertainment, cinematography has, since its beginnings in 1895, made possible the creation of a vast legacy of inspiring and significant films. The cinema and media studies program offers students extensive exposure to key cinematic works from around the world and across the history of the art. In addition, the cinema and media studies program includes courses in video production and screenwriting, which familiarize students with the basic elements of filmmaking.

The cinema and media studies program offers both a major and a minor.

The major in cinema and media studies consists of a minimum of nine units. CAMS 175, CAMS 231, and CAMS 233 are required of all majors. One unit is required in one of the creative disciplines associated with moving image media; this requirement will usually be met by a course in video production (ARTS 165), photography (ARTS 108), or screenwriting (ENG 204). Other courses may fulfill this requirement by permission of the program director. Two units must be at the 300-level, a requirement that neither a 350 (independent study) nor a 360/370 can fulfill. Students primarily interested in the computing aspects of arts and multimedia should consider the interdepartmental media arts and sciences program.

The minor in cinema and media studies consists of a minimum of five units. In addition to CAMS 175, students must take either CAMS 231 or CAMS 233. One unit is required in one of the creative disciplines associated with moving image media; this requirement will usually be met by a course in video production (ARTS 165), photography (ARTS 108), or screenwriting (ENG 204). Other courses may fulfill this requirement by permission of the program director. One unit must be at the 300 level, and cannot be a 350.

Honors

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the program may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

CAMS 110/WRIT 125 The Political Documentary

Wood (The Writing Program)

Recently, documentary films on overtly political issues have had long runs in US theatres. The purpose of this course is to develop a critical approach to such films as *Fahrenheit 911, Sicko, The Fog of War, Control Room,* and *An Inconvenient Truth* as well as several international documentaries. How are these films constructed to make an argument? Do we expect "truth" and "objectivity" in documentary films—or the opposite? What is the range of evidence documentary filmmakers amass for their films, and how do they assemble that evidence in the final cut? What happens when the filmmaker makes his/her presence felt in the film? Readings and writing assignments will emphasize analysis of these films as films in order to understand them as political statements. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in cinema and media studies. Includes a third session each week.*

Prerequisite: None. Open only to first year students.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

CAMS 120/WRIT 125 Women in Film

Wood (The Writing Program)

To a large extent, film is about watching, and much film is about watching women. This course provides basic instruction in film analysis, and then makes a foray into theories of cinema. How does the camera work, not only to display its characters, but also to direct the gaze upon them? What are the relationships between the visual spectacle and the progress of the film's story? Writing assignments ask students to observe, analyze, interpret, and explain. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in cinema and media studies. Includes a third session each week.*

Prerequisite: None. Open only to first-year students.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

CAMS 175 Introduction to Cinema and Media Studies

Viano (Italian Studies)

An introduction to media analysis with strong emphasis on the critical study of motion pictures. Through repeated viewings of a successful mainstream film, and the study of a selection of audio-visual and written texts, the course aims to impart a methodology for textual and contextual criticism. While exploring key terms such as modernity, intertextuality, and ideology, the readings will also expose students to different theories of culture.

Prerequisite: Preference given to CAMS majors, first-year students, and sophomores.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

CAMS 210 Cinema in the 1960s

Viano (Italian Studies)

NOT OFFERED IN 2008-09. Many film historians regard the 1960s as the most important decade in the growth of the so-called seventh art. While ubiquitous New Waves were transforming filmic conventions across the globe, cinematic Modernism peaked with the works of such filmmakers as Antonioni, Bergman, and Teshigahara. At the same time, political and avant-garde films were pushing representation's boundaries and mirroring the turbulent creativity of the times. Through an exemplary selection of films from different countries, this course aims to expose students to the works, directors, and movements of "the decisive decade."

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

CAMS 212 Contemporary World Cinema in the Age of Digital Reproduction

Viano (Italian Studies)

Digital technology has altered cinema's modes of production, distribution, and exhibition. In addition, spectatorship and research are undergoing changes that deserve examination. Although the theatrical release of foreign films in the United States is today only 10% of what it was in the 1960s, DVD availability and internet pay-per-view make keeping up with a burgeoning world cinema possible. This course aims both to familiarize students with recent films from around the globe, and to map the impact of the so-called digital revolution. Each week, a different faculty member will present a film of her/his choice during the first class period. In the second, students examine the film through the lens of the digital age's theoretical implications and practical potential (from on-line research to I-Movie).

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

CAMS 231 Film as Art

Shetley (English)

Study of the aesthetic aspect of cinema through the critical viewing of classic films. Screenings and discussion of outstanding works of cinematic art drawn from various styles and traditions of filmmaking, including the Hollywood studio system, independent film, the French New Wave, neorealism, surrealism, and the avant-garde. Readings from prominent filmmakers and critics chosen to offer a sense of the development of film aesthetics and of the range of critical opinion on the artistic potential of the medium.

Prerequisite: None. Preference given to CAMS majors.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

CAMS 233 History of Motion Pictures

Viano (Italian Studies)

The study of film history is perhaps the best gateway to a critical investigation of modernity and globalization. After an examination of film's roots in the nineteenth century, the course offers a panoramic, chronological overview of world cinema's development, from Lumière to the so-called "death of cinema." Students will learn about the various film movements in the context of the other arts. By means of socio-historical analysis, we will investigate the links between cinema, technology, and power.

Prerequisite: 175, or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

CAMS 242/ITAS 242 Postmodern Italian Cinema and Television

Viano (Italian Studies)

Ever since media tycoon Silvio Berlusconi exemplified the dangers of media fascism to the world, studying the cinema and television of Italy's Second Republic (1992 onwards) offers rewards that extend well beyond Italian Studies. Against the background of Italy's neo-conservative television programming, this course explores both mainstream and art cinema production around the dawn of the third millennium. From sex comedy to intellectual cinema; from fantastic re-visitation of the accursed decades of the 1960s and 1970s to neo-realist epigones; from a typically underrated woman's film on the Sicilian Mafia to a man's anatomy of melancholy turned hypnotic cinema; the films in this course introduce students to the postmodern condition in Italy, and in the Western world, while mapping paths of conformity and resistance. *Students may register for either ITAS 242 or CAMS 242 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

CAMS 250H Research or Individual Study

Prerequisite: Open by permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 0.5

CAMS 261 Television

San Filippo

Television today is omnipresent, and, it sometimes seems, omnipotent: seen by millions worldwide, generating massive revenue, enormously influential in shaping conceptions of ourselves and our world. The course will begin with a study of the specific form of television, and of the development of televisual style (and spectatorial perception) since the invention of the medium. We will consider how television sells not just consumer goods but cultural myths and self-images: of family, class, and national identity; gender roles, sexuality, and lifestyle; and race and ethnicity. We will explore the ways in which industrial and regulatory practices operate behind the scenes to shape and control what and who gets broadcast, and how. The course will conclude with a look ahead to television's next frontiers.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

CAMS 303 Seminar. Cine-Sophia or Film as Philosophy

Viano (Italian Studies)

As the dream of a unifying film theory disintegrates, the idea of cinema as philosophy takes hold. For some time now, scholarly publications have argued cinema's philosophical potential. Of course, the stories told by films have always provided audiences with food for thought. Cine-sophia, however, goes beyond a film's literal meaning, for it regards situations and characters as signifiers of philosophical positions. As the ability to pass from a film's explicit meaning to the implicit, cine-sophia is the hard won prize of a methodological apprenticeship involving an interdisciplinary and multicultural, theoretical practice. Analyzing five films from different backgrounds, students taking this seminar will learn how to understand cinema as audiovisual thought and thus produce knowledge about the mind, the world, and themselves.

Prerequisite: Senior CAMS majors or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

CAMS 317 Film Theory: Spectatorship and Women in Cinema

Mulvey

This course will engage key theoretical issues in feminist film theory through a study of women's roles both in front of and behind the camera. Topics include female audiences of the 1920s, Hollywood melodrama, and recent experimental filmmaking by women. Finally the course will conclude with a consideration of the questions raised by new technologies of film viewing for existing theories of spectatorship and representation. Does the rise of home and mobile screening, and the new control over the temporality of the viewing experience given by videotape, DVD, streaming content, and the DVR fundamentally change our relationship to narrative, to film stars, and to the cinematic image itself?

Prerequisite: At least one course at the 200-level or higher in Cinema and Media Studies, or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

CAMS 323 Seminar. Cinema and Painting

Viano (Italian Studies)

NOT OFFERED IN 2008-09. Since the birth of the new medium over a century ago, filmmakers and scholars have explored the interface between cinema and painting in ways that extend far beyond the urge to represent reality allegedly passed on to the former by the latter through the intermediary of photography. This seminar aims to stimulate students' discovery of the many bridges filmmakers and theorists have constructed into the domain of the more venerable art. We will watch films illustrating such bridges, among them films quoting paintings (*Performance*); imitating light and color solutions typical of paintings at the time when the fiction occurs (*Barry Lyndon*); depicting a painter's life and work (*Pollock*); and using painting as guiding metaphor (*Cleo from 5 to 7*).

Prerequisite: Senior CAMS majors, and by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

CAMS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CAMS 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CAMS 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

The list below includes only those courses most obviously related to cinema and media studies; it is not exhaustive. If a student has a question about whether a course not listed here can count toward the major, she should consult with her advisor and the director of the program.

AFR 207 Images of Africana People through the Cinema

AFR 222 Images of Women and Blacks in American Cinema

AMST 317 Seminar. Advanced Topics in American Studies. Topics for 2008-09: Westerns and Weepers

AMST 317/ARTH 340 Disneyland and American Culture

ARTH 226 History of Photography: From Invention to Media Age

ARTH 340/AMST 317 Disneyland and American Culture

ARTH 364 Women Filmmakers: History and Theory of Subversion

ARTH 391 Persuasive Images

ARTS 108 Photography I

ARTS 165 Introduction to Video Production

ARTS 208 Photography II

ARTS 265 Intermediate Video Production

ARTS 308 Photography III

ARTS 365 Advanced Video Production

CHIN 243 Chinese Cinema (in English)

CLCV 212 On the Road: Travel in Literature and Film from Homer's *Odyssey* to *Thelma and Louise*

ENG 204 The Art of Screenwriting

ENG 320 Literary Cross-Currents. Topic A for 2008-09: Queer Modernisms and Topic B for 2008-09: Ernest Hemingway and Orson Welles

FREN 222 French Cinema

FREN 314 Cinema

FREN 331 Desire, Sexuality, and Love in African Francophone Cinema

GER 280 Film in Germany 1919-1999 (in English)

ITAS 212 Italian Women Directors: The Female Authorial Voice in Italian Cinema (in English)

ITAS 261 Italian Cinema (in English)

JPN 130 Japanese Animation (in English)

JPN 256 Modern Japan through Cinema (in English)

POLI 316 Mass Media in American Democracy

RUSS 255 Soviet and Russian Film (in English)

SOC 231 The Sociology of Art, Media, and Culture – Comparative Perspectives

SOC 333 Seminar. Special Topics in Popular Culture

SPAN 265 Introduction to Latin American Cinema

SPAN 268 Contemporary Spanish Cinema

SPAN 304 Seminar. All about Almodóvar: Spanish Cinema in the Transición

SPAN 315 Seminar. Luis Buñuel and the Search for Freedom and Morality

WOST 223 Gendering the Bronze Screen: Representation of Chicanas/Latinas in Film

WOST 249 Asian American Women in Film and Video

Department of Classical Studies

Professor: *Marvin, Starr*[A2], *Rogers, Dougherty (Chair)*
Assistant Professor: *Gilhuly, Burns, Young*

Classical Studies explores ancient Greek and Roman culture across the Mediterranean basin, from the second millennium BCE to the fall of the Roman Empire in the West. The organizing idea of the field is not a single method or a discipline, but the study of Greco-Roman antiquity (and its influence up to the present day) in all its richness and diversity, its familiarity and its strangeness: languages and literatures, archaeology, epigraphy, history, art history, politics, law, science, philosophy, religion, and mythology. In this respect, Classical Studies is the original and most wide-ranging of interdisciplinary fields; it can stand alone as a dynamic and challenging field of study or can complement almost any other major in a liberal arts program.

The Department of Classical Studies offers three closely related major programs: Greek, Latin, classical civilization. Majors in Greek and Latin are based entirely on courses in the original languages while the classical civilization major combines work in the original languages with courses taught in English on the history, literature, society, and material culture of the ancient world. A related, interdepartmental major, classical and Near Eastern archaeology, brings together courses in classical studies with course work in other departments. Classes in Greek and Latin are conducted in English and encourage close analysis of the ancient texts, with emphasis on their literary and historical values.

The department reserves the right to place a new student in the course for which she seems best prepared regardless of the number of units she has offered for admission. The department requires its own placement test for students interested in enrolling in Latin courses other than LAT 101/102.

Qualified students are encouraged to spend a semester, usually in the junior year, on study abroad. Limited departmental funds are available for foreign study. Excellent programs are available in Rome and Athens.

Classical Civilization

AN INTERDEPARTMENTAL MAJOR

The major in classical civilization offers the opportunity to explore the ancient world through an integrated, cohesive program of courses worked out by the student and her advisor. Individual programs are tailored to meet students' specific interests, such as classical literature, ancient theater, ancient philosophy and political theory, ancient religion, and the classical tradition. A brochure listing of suggested courses for these and other options is available in the Department of Classical Studies and on the Web site, www.wellesley.edu/ClassicalStudies/CLSTWWW/CLSTHome.html.

CLCV 102 Uncovering the Ancient World: An Introduction to the Worlds of Greece and Rome

Burns

This course will introduce students to the worlds of Greece and Rome through the lens of archaeology to learn what the physical remains of the ancient world can tell us about how the Greek and Romans lived as well as about people living in the communities transformed by the spread of Greek and Roman cultures across the Mediterranean. We will compare artistic representations and literary texts with the material excavated from cities, sanctuaries, and tombs in our attempt to reconstruct the lives of citizens, slaves, and rulers alike.

Prerequisite: None
Distribution: Historical Studies or Language and Literature
Semester: Spring Unit: 1.0

CLCV 104 Classical Mythology

Gilhuly

Achilles' heel, the Trojan Horse, Pandora's Box, an Oedipal complex, a Herculean task—themes and figures from Classical mythology continue to play an important role in our everyday life. We will read the original tales of Classical heroes and heroines together with more modern treatments in film and literature. Why do these stories continue to engage, entertain, and even shock us? What is the nature and power of myth? Readings from ancient sources in English translation.

Prerequisite: None
Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

CLCV 210/310 Greek Tragedy: Plays, Politics, Performance

NOT OFFERED IN 2008-09. The fifth-century Athenian playwrights, Aeschylus, Sophocles, and Euripides, produced brilliant tragedies that continue to haunt us today and to define our notion of drama. At the same time, the Athenian people forged the democratic principles that form the basis for our own political institutions. The element of performance, common to both drama and democracy, provides an important key to understanding this interesting confluence of theater and politics, and this class will combine the close reading (in English) of ancient Greek tragedies with the viewing of a selection of contemporary dramatic performances such as modern Italian cinema, Black Gospel traditions, and contemporary productions of Greek drama. *This course may be taken as either 210 or, with additional assignments, 310.*

Prerequisite: 210 open to all students; 310 by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

CLCV 211/311 Epic and Empire

NOT OFFERED IN 2008-09. Alexander the Great is said to have slept with two things under his pillow: a dagger and a copy of Homer's *Iliad.* Julius Caesar and Augustus traced their lineage back to Aeneas, the hero of Vergil's *Aeneid.* Epic poetry and empire: coincidence or collusion? This course will investigate the relationship of epic poetry and empire, focusing especially on Vergil's *Aeneid* and Lucan's *Civil War* within their historical contexts. How is poetry imbued with political meaning? Is epic a prop of imperial ideology or is it a site of resistance? Consideration of the post-classical adaptation of classical paradigms in works such as Milton's *Paradise Lost,* Barlow's *The Columbiad,* and Whitman's *Leaves of Grass.* All works read in translation. *This course may be taken as either 211 or, with additional assignments, 311.*

Prerequisite: 211 open to all students; 311 by permission of the instructor.
Distribution: Historical Studies or Language and Literature
Semester: N/O Unit: 1.0

CLCV 212 On the Road: Travel in Literature and Film from Homer's *Odyssey* to *Thelma and Louise*

Dougherty

If you can't travel yourself, you can always read about it. This course will focus on the lure of travel, the companionship of the road, and the complicated issues of return. We will also consider the impact of gender on the construction of travel, the connection between travel and romance, and the association of travel and knowledge. How do these (and other) themes laid out so forcefully in the *Odyssey* continue to dominate works of literature and film? Readings will include Homer's *Odyssey,* Twain's *The Adventures of Huckleberry Finn,* and Kerouac's *On the Road*; films will include *The Return of Martin Guerre,* and *Thelma and Louise.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall Unit: 1.0

CLCV 213 Gender in Antiquity

Gilhuly

Do notions of gender change over time? In this course, we will explore how gender was constructed in antiquity and how it functioned as an organizational principle. Through close readings of selections from Greek and Roman epic, lyric poetry and drama, as well as philosophical and historical texts, we will analyze ancient gender norms, exploring how they were bent, dressed up, and used.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

CLCV 214 Bronze Age Aegean Archaeology

Burns

The legends of King Agamemnon of Mycenae, the minotaur of Knossos, and the decade-long war at Troy were all shaped by the Bronze Age remains that later Greeks encountered at these sites. This course surveys the archaeology of these central places and the larger landscapes of Minoan Crete and Mycenaean Greece: the ruins that inspired classical myths, the palaces of the earliest European kingdoms, and the first texts written in Greek. The primary evidence of settlements, sanctuaries, and cemeteries will be contextualized through the study of administrative records and artistic representations and through comparison with contemporary cultures of the eastern Mediterranean. We will complete the semester with a component on the "Dark Age," and the possible relationship of epic poetry to Bronze Age society.

Prerequisite: None
Distribution: Social and Behavioral Analysis or Historical Studies
Semester: Fall Unit: 1.0

CLCV 236/336 Greek and Roman Religion

Rogers

The founders of Western civilization were not monotheists. Rather, from 1750 BC until 500 AD the ancient Greeks and Romans sacrificed daily to a pantheon of immortal gods and goddesses who were expected to help mortals to achieve their earthly goals. How did this system of belief develop? Why did it capture the imaginations of so many millions for over 2000 years? What impact did the religion of the Greeks and Romans have upon the other religions of the Mediterranean, including Judaism and Christianity? Why did the religion of the Greeks and Romans ultimately disappear? *This course may be taken as either 236 or, with additional assignments, 336.*

Prerequisite: 236 open to all students; 336 by permission of the instructor. Not open to students who have taken REL [236].
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

CLCV 243 Roman Law

Starr

NOT OFFERED IN 2008-09. Ancient Roman civil law; its early development, codification, and continuing alteration; its historical and social context (property, family, slavery); its influence on other legal systems. Extensive use of actual cases from antiquity.

Prerequisite: None
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

CLCV 245/345 Slavery and Society in the Graeco-Roman World

Rogers

NOT OFFERED IN 2008-09. Some historians have argued that the development of democracy in ancient Athens depended upon the existence of slave labor in Athens. In Republican Rome, where the children of freed slaves could become Roman citizens, scholars have claimed that the majority of Roman citizens were the descendants of slaves by the end of the first century B.C.E. How was slavery defined in the ancient Near East and the Graeco-Roman world? What were the political, social, and economic effects of slavery upon the Greek city-states and Rome? How did the Romans incorporate ex-slaves into Roman society? Was there any opposition to slavery? In this seminar we will briefly examine slavery in the ancient Near East and then trace the development of slavery in Greece and Rome from the middle of the second millennium B.C.E. until the fourth century C.E. *This course may be taken as either 245 or, with additional assignments, 345.*

Prerequisite: 245 open to all students; 345 by permission of the instructor.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

CLCV 250 Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CLCV 250H Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

CLCV 321 Eros: Love and Desire in Ancient Greece

Burns

Who was Eros? This course will explore how the ancient Greeks struggled to understand, and sometimes escape, this powerful god of love. We will use ancient texts and the visual arts together to consider the ways in which Greek society both encouraged and tried to contain different notions of desire. Readings, such as Sappho's poetry, tragic plays by Euripides, and Plato's philosophical dialogues, present compelling personifications of Eros himself, portrayals of people under his influence, and debates about the nature of love while representations of desiring and desired persons found in the visual arts reveal the workings of desire in various public and private contexts.

Prerequisite: Previous coursework in Classical Studies or Art History
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall Unit: 1.0

CLCV 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CLCV 350H Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

CLCV 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CLCV 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Classical and Near Eastern Archaeology

AN INTERDEPARTMENTAL MAJOR

Director: *Marvin*

The purpose of a major in classical and Near Eastern archaeology is to acquaint the student with the complex societies of the Old World in antiquity. The program for each student will be planned individually from courses in the Departments of Anthropology, Art, Classical Studies, History, Philosophy, and Religion as well as from the architecture and anthropology programs at MIT. The introductory course in archaeology (ANTH 206) or its equivalent is required for all archaeology majors.

Students who concentrate in classical archaeology must normally have at least an elementary knowledge of both Greek and Latin, and take both Greek and Roman history as well as Greek and Roman art. Students who concentrate on the ancient Near East must have at least an elementary knowledge of one ancient Near Eastern language. Attention is called to Hebrew 101-102 and 201-202 and to the Brandeis exchange program.

Students should plan for at least one summer of excavation and/or travel.

CNEA 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CNEA 360 Senior Thesis Research

Prerequisite: By permission of Director. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CNEA 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

Required for the Major in Classical and Near Eastern Archaeology

ANTH 206 Archaeology

ANTH 208 Archaeological Science

Major in Greek

A major in Greek provides an opportunity to learn about the ancient Hellenic world directly through the study of ancient language and to examine the authors' original idiom and expression in historical context.

GRK 101 Beginning Greek I

Gilhuly

An introduction to ancient Greek language. Development of Greek reading skills.

Prerequisite: Open to students who do not present Greek for admission.
Distribution: None
Semester: Fall Unit: 1.0

GRK 102 Beginning Greek II

Dougherty

Further development of language skills and reading from Greek authors.

Prerequisite: 101 or equivalent
Distribution: None
Semester: Spring Unit: 1.0

GRK 201 Plato

Dougherty

Study of selected dialogues of Plato. Socrates in Plato and in other ancient sources; Socrates and Plato in the development of Greek thought; the dialogue form, the historical context. Selected readings in translation from Plato, Xenophon, the comic poets, and other ancient authors.

Prerequisite: 101 and 102 or two admission units in Greek or permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

GRK 202 Homer

Burns

Study of selected books in Greek from Homer's *Iliad* or *Odyssey* with emphasis on the oral style of early epic; further reading in Homer in translation; the archaeological background of the period.

Prerequisite: 201
Distribution: Language and Literature
Semester: Spring Unit: 1.0

GRK 250 Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GRK 250H Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

GRK 301 Archaic Lyric Poetry

Dougherty

NOT OFFERED IN 2008-09. In Greece down through the fifth century everyone sang and knew songs, and there was a highly elaborate system of songs for different occasions—marriage, athletic victory, a farewell to a friend. We will read the lyric poetry of Sappho, Alcaeus, and Pindar together with the elegies of Archilochus, Solon, and Theognis in an effort to appreciate the "song culture" of the archaic period. What are the generic characteristics of different kinds of song? At what kinds of occasions were they performed?

Prerequisite: 202 or permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

GRK 302 Greek Historical Prose

Rogers

Readings from Greek historians including but not limited to Herodotus, Thucydides, and, Xenophon. Close reading combined with analysis of both primary and secondary sources. Texts will be considered in their broader social, political and literary contexts.

Prerequisite: 202 or permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

GRK 303 Euripides

Staff

NOT OFFERED IN 2008-09. Close reading and discussion of a play (or plays) from the extant works of the Athenian playwright, Euripides. Translation and discussion of the Greek text will be supplemented with additional readings of Greek dramas in translation as well as secondary readings on issues relating to the plays and their broader literary, social, political and cultural contexts.

Prerequisite: 202 or permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

GRK 304 Sophocles

Dougherty

NOT OFFERED IN 2008-09. Close reading and discussion of a play (or plays) from the extant works of the Athenian playwright, Sophocles. Translation and discussion of the Greek text will be supplemented with additional readings of Greek dramas in translation as well as secondary readings on issues relating to the plays and their broader literary, social, political and cultural contexts.

Prerequisite: 202 or permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

GRK 305 Greek Comedy

Gilhuly

Readings from Greek comic poets such as Aristophanes and Menander. Close reading of the Greek combined with analysis of both primary and secondary sources. Texts will be considered in their broader social, political and literary contexts.

Prerequisite: 202 or permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

GRK 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GRK 350H Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

GRK 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GRK 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Major in Latin

A major in Latin provides an opportunity to learn about the ancient Roman world directly through the study of ancient language and to examine the authors' original idiom and expression in historical context.

LAT 101 Beginning Latin I

Staff

Introduction to the Latin language; development of Latin reading skills.

Prerequisite: Open to students who do not present Latin for admission or permission of the instructor.
Distribution: None
Semester: Fall Unit: 1.0

LAT 102 Beginning Latin II

Young

Further development of Latin reading and language skills.

Prerequisite: 101
Distribution: None
Semester: Spring Unit: 1.0

LAT 200 Intermediate Latin I: Introduction to Roman Literature and Culture

Starr

After reviewing Latin grammar in as much detail as necessary, we'll start to make the transition from Latin grammar to Latin literature and Roman culture. Selections in Latin from such authors as Catullus (poetry), the emperor Augustus (*The Deeds of the Divine Augustus*), and Perpetua (one of the earliest known women Latin authors). Topics to be studied might include social status and identity (what defined you? might your status/identity change, whether for better or worse?) and Rome's relation to Greece, which Rome conquered but which long dominated Roman culture, or the nature and function of literature in Roman life.

Prerequisite: 102 or Wellesley's Placement Exam and permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

LAT 201 Intermediate Latin II: Vergil and Augustus

Staff

Vergil's *Aeneid, Georgics*, and *Eclogues* in their literary context of both Greek poetry (Homer, Apollonius of Rhodes, Euripides) and Latin poetry (Ennius, Lucretius, Catullus, Horace) and in their historical context in the reign of Augustus, the first Roman emperor. Readings in Latin from Vergil and in translation from other ancient works. Use of Internet resources on Vergil and Rome.

Prerequisite: 200 or Wellesley's Placement Exam and permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

LAT 250 Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

LAT 250H Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

LAT 307 Catullus

Young

Tormented lover, urbane jester, obscene abuser, political subversive, poetic revolutionary—the personae of Catullus are as varied as the poems that produce them. This course is a topical investigation of Catullus' poetry and its Roman contexts. Topics will include: poetry and biography; allusion, aesthetics and the 'New Poetry'; social performance and self-representation; Roman masculinity and femininity; obscenity and invective; sex, poetry and power. Readings will draw on a variety of theoretical orientations that inform Catullan criticism: biography, psychoanalysis, intertextuality, feminism, New Historicism.

Prerequisite: 201 or a 300-level Latin course or Wellesley's Placement Exam and permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

LAT 309 Roman Elegy

NOT OFFERED IN 2008-09. Indebted to their Greek predecessors in so many genres, the Romans nevertheless claimed the erotic elegy as their own innovation. Catullus, Gallus, Tibullus, Propertius, and Ovid developed the form which became the predecessor of the love language and literature of Europe.

Prerequisite: 201 or a 300-level Latin course or Wellesley's Placement Exam and permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

LAT 310 Roman Historical Myths

Starr

Romans based their history in myth and made their history into myths. This course includes reading from major authors such as Livy, Vergil, Horace, Ovid, Propertius, and Tacitus, focusing on historical myths such as "Romulus and Remus," the "Rape of the Sabine Women," "Tarquinius Superbus," and "Hercules and Cacus." We will then examine how later Romans reworked those myths to serve current political purposes, and how they transformed historical events into powerful myths.

Prerequisite: 201 or a 300-level Latin course or Wellesley's Placement Exam and permission of the instructor.
Distribution: Language and Literature or Historical Studies
Semester: Fall Unit: 1.0

LAT 311 Satire

Starr

NOT OFFERED IN 2008-09. The Romans claimed satire as the only uniquely Roman literary genre. Its subjects varied widely from philosophy and morality to dinner parties, love affairs with gladiators, and the details of everyday life; its tone ranged from Horace's smiling critiques to Juvenal's outrage. Focusing in Latin on Horace's and Juvenal's *Satires*, we'll also read extensively in other satirists in translation and in modern scholarship as we examine how satirical writing developed in Rome and what it reveals about the Romans.

Prerequisite: 201 or a 300-level Latin course or Wellesley's Placement Exam and permission of the instructor. Not open to students who took this course as LAT [319] in spring 2005.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

LAT 314 Pliny's Letters

NOT OFFERED IN 2008-09. This course treats the concepts and practices that structured Romans' lives: including personal relationships (e.g., friends, children, and parents); attitudes toward work, leisure, and recreation (e.g., literature, popular entertainment, banquets); and citizenship. Readings from selected Latin authors of the Republican and imperial period including especially Pliny the Younger.

Prerequisite: 201 or a 300-level Latin course or Wellesley's Placement Exam and permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

LAT 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

LAT 350H Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

LAT 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

LAT 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Directions for Election

Greek and Latin: Students majoring in Greek must complete four units of 300-level work in the Greek language. Students majoring in Latin are normally required to complete four units of 300-level work in the Latin language, and study of Vergil, either in 201 or at the 300 level, is strongly recommended. Eight units are required for each major.

Students majoring in Greek or Latin are advised to elect some work in the other language. It should be noted that work in both Greek and Latin is essential for graduate studies in the classics.

Advanced Placement Policies and Language Requirement: A student entering Wellesley must have an Advanced Placement score of 5 to satisfy the foreign language requirement. All students who wish to elect a 200-level or higher Latin course must take Wellesley's Latin placement examination. AP courses will not be counted toward any major offered by the Classical Studies department.

Classical Civilization: A student who wishes to major in classical civilization should plan with her major advisor an appropriate sequence of courses, which should include one unit each in at least two of the following three areas: (1) literature (2) history, society, religion and philosophy (3) art and archaeology. The major program requires nine units ordinarily including at least four units of work (or two units of 300-level work) in either Greek or Latin, and either CLCV 102 or CLCV 104 and two units at the 300 level, one of which must be classical civilization or Greek or Latin. Programs proposed for the major must be approved by the major advisor and the department chair. Courses in ancient history, ancient art, ancient philosophy, and classical civilization are recommended as valuable related work. Students are strongly encouraged to elect at least one course involving the material culture of the ancient world.

Honors Program: The department of classical studies offers honors programs in Greek, Latin, classical civilization, and classical and Near Eastern archaeology. The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Teacher Certification: Students interested in obtaining certification to teach Latin and classical humanities in the Commonwealth of Massachusetts should consult the department chair and the chair of the Department of Education.

Related Courses

Attention Called

ARTS 107 Book Arts Studio

For Credit Toward the Major

ANTH 206 Archaeology (CLCV, CNEA)

ANTH 242 "Civilization" and "Barbarism" during the Bronze Age, 3500–2000 B.C.E. (CNEA)

ARTH 100 Introduction to the History of Art Part I: Ancient and Medieval Art (CLCV, CNEA)

ARTH 100/WRIT 125 Introduction to the History of Art Part I: Ancient and Medieval Art (CLCV, CNEA)

ARTH 241 Egyptian Art (CLCV, CNEA)

ARTH 242 Life, Love, and Art in Ancient Greece (CLCV, CNEA)

ARTH 243 Roman Art and the Roman Empire (CLCV, CNEA)

HEBR 201-202 Intermediate Hebrew (CNEA)

HIST 229/329 Alexander the Great: Psychopath or Philosopher King (CLCV, CNEA)

HIST 230 Greek History from the Bronze Age to the Death of Philip II of Macedon (CLCV, CNEA)

HIST 231 History of Rome (CLCV, CNEA)

ITAL 263 Dante (in English) (CLCV)

PHIL 201 Ancient Greek Philosophy (CLCV)

POL4 240 Classical and Medieval Political Theory (CLCV)

REL 104 Study of the Hebrew Bible/Old Testament (CLCV, CNEA)

REL 105 Study of the New Testament (CLCV, CNEA)

REL 211 Jesus of Nazareth (CLCV)

REL 243 Women in the Biblical World (CLCV)

REL 244 Jerusalem: The Holy City (CLCV, CNEA)

REL 298 New Testament Greek (CLCV) (GRK)

REL 305 Seminar. The Book of Genesis

REL 308 Seminar. Paul's Letter to the Romans (CLCV)

REL 310 Seminar. Mark, the Earliest Gospel (CLCV)

REL 342 Seminar. Archaeology of the Biblical World (CLCV, CNEA)

Cognitive and Linguistic Sciences

AN INTERDEPARTMENTAL MAJOR

Director: *Lucas (Psychology)*

Advisory Committee: *Keane (Psychology), Levitt (Linguistics and French), McIntyre (Philosophy), Hildreth*[A] *(Computer Science)*

A major in cognitive and linguistic sciences is designed to provide students with the breadth necessary for an interdisciplinary approach to the study of language and mind, as well as with substantive training in one of the component disciplines (linguistics, psychology, philosophy, or computer science).

Students majoring in cognitive and linguistic sciences must take a minimum of nine units for the major, including four core units, one from each of the categories below, and a minimum of four electives in a concentration. It is recommended but not required that the ninth course be in a different concentration. Courses eligible for the major are listed below. Students are encouraged to consult the MIT catalog for additional offerings in the major.

Core Courses

Students must fulfill the following four core requirements:

1) Linguistics*: LING 114, MIT 24.9, or PSYC 216
2) Formal Systems Requirement: Consult individual concentrations for requirement
3) PHIL 215
4) CLSC 300

*For the linguistics requirement, students should choose the course that fits most clearly with their chosen concentration. Students concentrating in linguistics should choose LING 114 or MIT 24.9 rather than PSYC 216, and students concentrating in psychology should choose PSYC 216 rather than LING 114. Students with concentrations in philosophy or computer science can choose any one of the three courses.

Concentrations

In designing a concentration, students need to demonstrate the intellectual coherence of their choices. Therefore, concentrations must be designed in close collaboration with the director. Students must take at least one 300-level course in their concentration.

Linguistics

Students concentrating in linguistics must elect at least four courses from the following list. Three of these courses must be linguistics courses, including one 300-level course: LING 238, 240, 244, 312 or 319; CHIN 231/331, CS 235, EDUC 308 or 310; FREN 211 or 308; PHIL 207, 216, or 349; PSYC 216 or 316. ENG 363, SOC 216 and KOR 256 may be taken after consultation with the student's advisor.

Formal System Requirement for Linguistics: LING 240 or 244 or appropriate equivalent MIT course.

Students will also be expected to demonstrate proficiency in a foreign language above the College's foreign language requirement (at an intermediate level or above).

Psychology

Students concentrating in psychology must take PSYC 205 and one of 304R or 314R. In addition students must elect at least two courses from the following list: PSYC 214, 215, 217, 218, 219, 305, 316, 318, 319, 345 (when the topic for 345 is approved by the director). NEUR 100 can also count toward the major, but only as a ninth course.

Formal System Requirement for Psychology: One of CS 111 or CS 112, LING 240 or 244, or PHIL 216

Philosophy

Students concentrating in philosophy must elect at least four of any of the following courses: PHIL 207, 208, 209, 216, 217, 221, 313, 340, or 349. PHIL 345 may be taken after consultation with the student's advisor.

Formal System Requirement for Philosophy: PHIL 216

Computer Science

Students concentrating in computer science must take CS 230 and 232. In addition, students must elect at least two courses from the following list: CS 231, 235, 251, 303, 310, [331], 332, or 349 (when the topic for CS 349 is approved by the director).

Formal System Requirement for Computer Science: CS 111

Honors

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

CLSC 250 Research or Individual Study

Prerequisite: Open by permission of the instructor to first-year students and sophomores.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CLSC 300/PSYC 300 Seminar. Topics in Cognitive and Linguistic Sciences

Lucas

Topic for 2008-09: Cooperation and Competition. According to traditional models of rationality, rational agents should act in ways that will maximize their self-interest. And the study of evolution teaches us that individuals are in competition for survival. Nonetheless, we have all experienced acts of apparent selflessness and societies could not function without cooperation among their members. How, then, can cooperative and selfless behaviors be explained? In this course, an interdisciplinary approach to the problem will be taken. Evidence and theories from psychological, economic, and neurobiological literatures will be examined. Cross-cultural, developmental, and cross-species differences will be explored as will the evolutionary origins of cooperation and competition and the role of cooperation in language. *Students may register for either CLSC 300 or PSYC 300 and credit will be granted accordingly.*

Prerequisite: Open to juniors and seniors who have taken one of PSYC 215-219, LING 114, PHIL 215, CS 111 or permission of the instructor.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

Students in any concentration may also elect independent studies and honors projects:

CLSC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CLSC 360 Senior Thesis Research

Prerequisite: By permission of the director. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CLSC 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

LING 114 Introduction to Linguistics

Staff

Designed to familiarize students with some of the essential concepts of linguistic analysis. Suitable problem sets in English and in other languages will provide opportunities to study the basic systems of language organization—phonology, morphology, syntax, and semantics. Additional topics include introductions to language organization in the brain, child language acquisition, language change, and writing systems.

Prerequisite: None
Distribution: Epistemology and Cognition
Semester: Fall, Spring Unit: 1.0

LING 238 Sociolinguistics

Levitt

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. The application of linguistics to the analysis of sociocultural variation in language. We will examine the way information about age, gender, social class, region, and ethnicity is conveyed by variations in the structural and semantic organization of language. We will also examine language attitude and language planning in multilingual societies.

Prerequisite: LING 114, PSYC 216, or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O. Offered in 2009-10. Unit: 1.0

LING 240 The Sounds of Language

Levitt

What are all the possible linguistically-relevant sounds of the human vocal tract? How does each language organize a subset of those sounds into a coherent system? Examination of the sounds of language from the perspective of phonetics and of phonology. Each student will choose a foreign language for intensive study of its phonetic, phonologic, and prosodic characteristics. Includes extensive use of speech analysis and phonetics software.

Prerequisite: LING 114, PSYC 216, or by permission of the instructor.
Distribution: Epistemology and Cognition
Semester: Spring Unit: 1.0

LING 244 Language: Form and Meaning

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. This course will consider some basic questions about language: What do we actually know when we know a language? How is the structure of language best described? Are there properties which all languages share, and what do those properties tell us about language itself?

We will look at a number of specific problems in morphology, syntax, and semantics, and the strengths and weaknesses of a number of different linguistic theories will be considered. While many of the problems considered in this class will involve English, we will also be looking at a number of other languages, both European and non-European.

Prerequisite: LING 114
Distribution: Epistemology and Cognition
Semester: N/O. Offered in 2009-10. Unit: 1.0

LING 312 Bilingualism: An Exploration of Language, Mind, and Culture

Levitt

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. Exploration of the relationship of language to mind and culture through the study of bilingualism. The bilingual individual will be the focus for questions concerning language and mind: The detection of "foreign" accent, the relationship of words to concepts, the organization of the mental lexicon, language specialization of the brain, and the effects of early bilingualism on cognitive functioning. The bilingual nation will be the focus for questions dealing with language and culture: societal conventions governing use of one language over another, effects of extended bilingualism on language development and change, and political and educational impact of a government's establishing official bilingualism.

Prerequisite: Open to juniors and seniors who have taken a related 200-level course in linguistics, psychology, anthropology, philosophy, or permission of the instructor.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: N/O. Offered in 2009-10. Unit: 1.0

LING 319 The Spoken and Written Word: Effects on Cognition and Culture

Levitt

For thousands of years, humans communicated via the ephemeral spoken word, and then writing was invented. How has the advent of writing affected us, both as individuals and members of cultural groups? To answer this question, we will explore the cognitive, linguistic, and cultural implications of spoken and written forms of communication. We start with an overview of the field of orality and literacy studies, followed by an examination of theories of the origin of human language and the history of the development of writing. We then move to an analysis of how the brain processes the spoken and written word and how these modes of communication affect memory and reasoning. From a cultural perspective, we examine the ways in which certain ancient and current societies differ as a function of their use of oral versus written forms of communication.

Prerequisite: Open to juniors and seniors who have taken a related 200-level course in linguistics, psychology, anthropology, philosophy, or permission of the instructor. Not open to students who took this course as a topic of CLSC 300 in spring 2006-07.
Distribution: Social and Behavioral Analysis or Epistemology and Cognition
Semester: Fall Unit: 1.0

LING 350 Research or Individual Study

Prerequisite: Two 200-level units.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Comparative Literature

A STRUCTURED INDIVIDUAL MAJOR

Director: *Nolden (German)*

Advisory Board: *TBA (ex officio: Chair of Language Chairs), Respaut (French), Rosenwald (English), Weiner (Russian), Zimmerman (East Asian Languages and Literatures)*

Using literary texts as its base of inquiry, "Comparative Literature" promotes the study of intercultural relations that cross national boundaries, multicultural relations within a particular society, and the interactions between literature and other forms of human activity, including the arts, the sciences, philosophy, and cultural artifacts of all kinds.

The comparative literature major is a structured individual major for students seeking to study literature across departmental, national, and linguistic boundaries. Students in comparative literature devise their own programs in careful consultation with two advisors, one in each of two departments, and with the director of the program.

Students who major in comparative literature should, in designing their major, be aware of the many and diverse courses that pertain to the study of literature.

These include, but are not limited to:

1) courses in literary history;
2) courses in particular literary genres;
3) courses in the theory of literature;
4) courses in linguistics;
5) courses on the theory and practice of translation.

Many courses combine or fall between these categories. Students should also consult the Courses in Literature or Film (from Language Departments) Taught in English section at the back of the catalog.

Directions for Election

1. Ten units. Majors in comparative literature shall complete a minimum of ten units. All courses must count towards the major in the departments in which they are offered.

2. Introduction to Comparative Literature (CPLT 220). This course is strongly recommended and should be taken early on.

2. Comparative Literature Seminar. All majors shall take CPLT 330, the comparative literature seminar.

3. Advanced literature courses. In addition to CPLT 330, majors shall take at least two more literature courses at the 300 level. These two advanced literature courses shall be in at least two languages, of which English may be one, and in at least two departments, and majors shall meet departmental prerequisites for these courses.

4. Premodern literature. Majors shall take at least one course outside of the modern period in at least one of the literatures they are studying; what "the modern period" means for a particular literature will depend on the literature, and will be determined by the major's advisors.

5. Theory of literature. Majors shall take at least one course offering a theoretical perspective helpful to their particular course of study. Sometimes this will be CPLT 220 or ENG 382 (Criticism), but other courses, too, can meet this requirement.

6. Independent research. Majors shall do a substantial piece of independent work in comparative literature. They may supplement CPLT 330 or a course in a pertinent department with extra independent work or enroll in CPLT 350, CPLT 360 and/or CPLT 370. They may also enroll in a 350 in a pertinent department chosen by the student in consultation with her advisors.

In general, programs will be worked out in relation to the major's particular languages and interests. Examples of possible interests would include poetry, the novel, women's writing, and the relations between politics and literature.

Honors

There are two routes to honors in the major: Plan A entails writing a thesis. Plan B entails a dossier of essays written for several courses with a statement of connections among them and critical questions raised by them. Both plan A and plan B require a student to pass an oral exam.

To be admitted to the honors program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

CPLT 113/ENG 113 Studies in Fiction

Topic A: The World of Fiction

Ko (English)

A journey into worlds of fiction that range from grimy and scandalous to fantastic and sublime. As we enter wildly different fictional worlds, we will also think about how those worlds illuminate ours. The syllabus will likely include Francois Rabelais' *Gargantua and Pantagruel*, Charlotte Brontë's *Jane Eyre*, Bram Stoker's *Dracula*, Fyodor Dostoyevsky's *Crime and Punishment*, Richard Wright's *Native Son*, Isak Dinesan's short story "Babette's Feast," and Gish Jen's contemporary novel *The Love Wife*. *Students may register for either ENG 113 or CPLT 113 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

Topic B: Fantastic Fictions

Sides (English)

When fiction blurs or crosses the line between our "real" world and "other worlds," the reader (as well as the narrator or main character) has entered the realm of "the fantastic," a genre that (broadly interpreted) contains "the uncanny," "the supernatural or ghost story," and "science fiction." We will read "fantastic" novels and short fiction by nineteenth-century, twentieth-century, and twenty-first century masters from Europe, Japan, North and South America. Taught primarily in lecture, this course will not be writing-intensive. *Students may register for either ENG 113 or CPLT 113 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

CLPT 220/ENG 220 Introduction to Comparative Literature

Hickey (English)

Topic for 2008-09: Languages of Lyric. A study of poems from diverse cultural, national, and linguistic traditions, to be read in translation and where possible in the original. The course features translation in the literal sense and as a metaphor. Is poetry "lost in translation"? Is "all poetry translation"? We'll examine various poetic translations and crossings: from one language to another; from inspiration to print; from poet to text to reader; from literal to figurative; from one time, place, culture, or realm to another; from one aesthetic form to another. We'll look at poetic responses to visual art, hear music and words crossing in song, and compare the languages of these sister arts. Choice of critical and creative writing options. Guest lectures by members of Wellesley's humanities faculty. *Students may register for either CPLT 220 or ENG 220 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

CPLT 284 Magical Realism

Weiner (Russian)

This course examines fictions whose basic reality would be familiar if not for the introduction of a magical element that undermines commonplace notions about what constitutes reality in the first place. The magical element can be a demon, talisman, physical transformation, miraculous transition in space or time, appearance of a second plane of existence, revelation of the unreality of the primary plane of existence, etc. Students will read Kafka's *Metamorphosis*, Queneau's *The Blue Flowers*, Bulgakov's *The Master and Margarita*, Marquez's *One Hundred Years of Solitude*, Calvino's *If on a Winter Night a Traveler*, Pynchon's *The Crying of Lot 49*, Murakami's *Hardboiled Wonderland & The End of the World* and Sokolov's *School for Fools*, and short stories by Borges, Cortazar, and Nabokov.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

CPLT 330 Seminar. Comparative Literature

Zimmerman (East Asian Languages and Literatures)

Topic for 2008-09: Girls, in Theory. Coming-of-age narratives commonly depict a series of challenges or obstacles faced by girls as they grow. At the same time, writers use the sharp gaze of the adolescent girl to dissect ethnicity, national identity, gender roles, sexual orientation, modernization, and globalization. With identities in flux, adolescent girls are even seen to represent the supernatural and worlds apart. As we delve into specific national literary traditions, we also read works that propose theories of girls' development. We take our coming-of-age stories from around the world, including writers from Japan, India, China, North America, Mexico, Jamaica, and Europe.

Prerequisite: One 200-level course in literature or by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

CPLT 334 Literature and Medicine

Respaut (French)

NOT OFFERED IN 2008-09. Drawing on texts from different countries, this course investigates literature's obsession with medicine. Literary representations of doctors and patients, disability, insanity, AIDS, birth, death and grief, the search for healing and the redemptive power of art. Attention will be given to the links between the treatment of medical issues in fiction, in autobiography and in visual representations (film and photography). This course should be of interest to everyone drawn to health related fields as well as students in social sciences and the humanities.

Prerequisite: One 200-level course in literature or by permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

CPLT 350 Research or Individual Study

Prerequisite: By permission of the Director. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CPLT 360 Senior Thesis Research

Prerequisite: By permission of the Director. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CPLT 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Department of Computer Science

Professor: *Hildreth*[A], *Shull (Chair)*

Associate Professor: *Metaxas, Turbak*

Assistant Professor: *Tjaden*

Hess Fellow: *Gold*

Instructor: *Shaer*[A1]

Lecturer: *Anderson*[A1], *Sheldon*

Laboratory Instructor: *Herbst, Kakavouli, Lee*

Computer Science encompasses the systematic study of computing systems and computation. It is continually evolving and expanding, making it an exciting field of study. All of the traditional areas in CS as well as newer directions are represented in our faculty's expertise (including algorithms, programming languages, data structures, artificial intelligence, databases, computer architecture, networks, security, vision, graphics, parallel computing, robotics, bioinformatics, web information retrieval, multimedia), allowing us to offer a large variety of courses and substantial research opportunities for students.

The Computer Science Department offers three introductory computer science courses: CS 110, 111, and 112. For advice in making a choice consult "Choosing an Introductory CS Course" online at http://cs.wellesley.edu/~cs/Curriculum/whichCS1xx.html.

CS 110 Computer Science and the Internet

Anderson, Shull, Turbak, Staff

This course explains the basics of how the Internet works and how to build a Web site. Topics include client-server architecture, structuring Web pages with HTML, CSS, and JavaScript, the representation of colors, images, and sound on the computer, encryption, cookies, and CGI forms. We also discuss accessibility, copyright, intellectual property, and critical thinking in the context of the Internet. The required project models most phases of the standard software lifecycle. Students are introduced to programming by building an interactive Web site using JavaScript. Students are required to attend an additional discussion section each week. *Students considering additional computer science courses should take 111, not 110. Students can receive Mathematical Modeling distribution credit for only one of 110, 111, and 112.*

Prerequisite: None. No prior background with computers is expected.
Distribution: Mathematical Modeling
Semester: Fall, Spring Unit: 1.0

CS 111 Computer Programming and Problem Solving

Metaxas, Staff, Tjaden

An introduction to problem solving through computer programming. Using the Java programming language, students learn how to read, modify, design, debug, and test algorithms that solve problems. Programming concepts include control structures, data structures, abstraction, recursion, modularity, and object-oriented design. Students explore these concepts in the context of interactive programs involving graphics and user interfaces. *Students are required to attend an additional two-hour laboratory section each week. Required for students who wish to major or minor in computer science or elect more* *advanced courses in the field. Students can receive Mathematical Modeling distribution credit for only one of 110, 111, and 112.*

Prerequisite: None. No prior background with computers is expected.
Distribution: Mathematical Modeling. Does not satisfy the laboratory requirement.
Semester: Fall, Spring Unit: 1.0

CS 112 Computation for the Sciences

Tjaden

An introduction to computer programming that provides the tools necessary for students to use computers effectively in scientific work, physical sciences, biological sciences, medicine, mathematics, psychology and economics. Students learn to write software to solve problems, visualize and analyze data, perform computer simulations, and implement and test computational models that arise in a wide range of scientific disciplines. The course introduces MATLAB, an extensive and widely used technical computing environment with advanced graphics, visualization and analysis tools, and a rich high-level programming language. *Students are required to attend an additional two-hour laboratory section each week. Students can receive Mathematical Modeling distribution credit for only one of 110, 111, and 112.*

Prerequisite: None. No prior background with computers is expected.
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

CS 115/PHYS 115 Robotic Design Studio (Wintersession)

Turbak, Berg (Physics)

In this intensive course, students are introduced to engineering principles while designing and assembling robots out of LEGO® parts, sensors, motors, and tiny computers. Fundamental robotics skills are learned in the context of studying and modifying a simple robot known as SciBorg. Then, working in small teams, students design and build their own robots for display at a robot exhibition. These projects tie together aspects of a surprisingly wide range of disciplines, including computer science, physics, math, biology, psychology, engineering, and art. *Students may register for either CS 115 or PHYS 115 and credit will be granted accordingly. Not offered every year. Subject to Dean's Office approval.*

Prerequisite: None
Distribution: Natural and Physical Science
Semester: Wintersession Unit: 0.5

CS 215 Multimedia Design and Programming

Metaxas

The purpose of this course is to give students a broad foundation in issues related to creating multimedia and hypermedia applications. Topics to be covered include history and philosophy of hypermedia; principles of human-computer interaction; multimedia programming; optimizing for CD-ROMs and the World Wide Web; digital representation and editing of media (audio, graphics, video); media compression and transmission; and delivery of multimedia applications.

Prerequisite: At least 111 (preferred) or 110 is required. At least one of ARTS 105, ARTS 108 or ARTS 109 is recommended.
Distribution: Mathematical Modeling
Semester: Fall, Spring Unit: 1.0

CS 230 Data Structures

Metaxas, Tjaden

An introduction to techniques and building blocks for organizing large programs. Topics include: modules, abstract data types, recursion, algorithmic efficiency, and the use and implementation of standard data structures and algorithms such as lists, trees, graphs, stacks, queues, priority queues, tables, sorting, and searching. Students become familiar with these concepts through weekly programming assignments using the Java programming language.

Prerequisite: 111 or permission of the instructor. Students who received a grade of C+ or lower in 111 must contact the instructor before enrolling.
Distribution: Mathematical Modeling
Semester: Fall, Spring Unit: 1.0

CS 231 Fundamental Algorithms

Shull

An introduction to the design and analysis of fundamental algorithms. General techniques covered: divide-and-conquer algorithms, dynamic programming, greediness, probabilistic algorithms. Topics include: sorting, searching, graph algorithms, compression, cryptography, computational geometry, and NP-completeness.

Prerequisite: 230 and either MATH 225 or permission of the instructor.
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

CS 232 Artificial Intelligence

Gold

An introduction to artificial intelligence (AI), the design of computer systems that possess and acquire knowledge and can reason with that knowledge. Topics include knowledge representation, problem solving and search, planning, vision, language comprehension and production, learning, common sense reasoning, and expert systems. To attain a realistic and concrete understanding of these problems, CommonLisp, an AI programming language, will be taught and used to implement the algorithms of the course. *Alternate year course.*

Prerequisite: 230 or by permission of the instructor.
Distribution: Mathematical Modeling
Semester: Fall Unit: 1.0

CS 235 Languages and Automata

Turbak

An introduction to the concepts of languages and automata. Topics include languages, regular expressions, finite automata, grammars, pushdown automata, and Turing machines. The first half of the semester covers the Chomsky hierarchy of languages and their associated computational models. The second half of the semester focuses on decidability issues and unsolvable problems and the course closes with a brief introduction to complexity theory. The course includes a programming component investigating the application of automata theory to the scanning and parsing of programming languages.

Prerequisite: 230 and either MATH 225 or permission of the instructor.
Distribution: Mathematical Modeling
Semester: Fall Unit: 1.0

CS 240 Introduction to Machine Organization with Laboratory

Shull

Most students' experience with computers is limited to the highest level of the computer. This course is intended to demystify the computer (open up the "black box") and teach how information at the highest level is processed and ultimately executed by the underlying circuitry. To this end, the course provides an introduction to machine organization and assembly language programming. Specific topics include the fundamentals of computer organization (introduction to numeric representation, boolean logic, digital logic and all associated technology), a basic data path implementation, assembly language programming, how to assess and understand the performance of a computer, and brief overviews of assemblers, compilers and operating systems. *Students are required to attend one three-hour laboratory weekly.*

Prerequisite: 111
Distribution: Mathematical Modeling. This course satisfies the laboratory requirement.
Semester: Fall Unit: 1.25

CS 242 Computer Networks

Staff

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. A systems-oriented approach to data networks, including a theoretical discussion of common networking problems and an examination of modern networks and protocols. Topics include point-to-point links, packet switching, internetworking, end-to-end protocols, congestion control, and security. Projects may include client-server applications and network measurement tools. *Alternate year course.*

Prerequisite: 230 or permission of the instructor.
Distribution: Mathematical Modeling
Semester: N/O. Offered in 2009-10. Unit: 1.0

CS 249 Topics in Computer Science

Shaer

Topic for 2008-09: Human-Computer Interaction. Human-Computer Interaction is one of the areas that have transformed the way we use computers in the last 30 years. Topics include methodology for designing and testing user interfaces, interaction styles (command line, menus, graphical user interfaces, virtual reality, tangible user interfaces), interaction techniques (including use of voice, gesture, eye movements), design guidelines, and user interface software tools. Students will design a user interface, program a prototype, and test the result for usability.

Prerequisite: 110 or 111.
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

CS 250 Research or Individual Study

Prerequisite: 230 or permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CS 250H Research or Individual Study

Prerequisite: 230 or permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 0.5

CS 251 Theory of Programming Languages

Shull

An introduction to the dimensions of modern programming languages. Covers major programming paradigms: function-oriented, imperative, object-oriented, and logic-oriented. Dimensions include syntax, naming, state, data, control, concurrency, nondeterminism, and types. These dimensions are explored via mini-language interpreters written in OCaml, Scheme, and Haskell that students experiment with and extend.

Prerequisite: 230 and either 235 or permission of the instructor.
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

CS 303/BISC 303 Bioinformatics

Tjaden

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. A multidisciplinary course exploring the origins, present and future applications, and challenges of the intersection of biological and computer sciences. The field of bioinformatics, generated in response to the era of genomics, encompasses all aspects of biological data acquisition, storage, processing, analysis and interpretation with a view to generating in silico models of cellular function. *Students may register for either CS 303 or BISC 303 and credit will be granted accordingly.*

Prerequisites: 231, BISC 219 or BISC 220
Distribution: Natural and Physical Science
Semester: N/O. Offered in 2009-10. Unit: 1.0

CS 304 Databases with Web Interfaces

Anderson

A study of the 3-layer architecture commonly used for web-based applications such as e-commerce sites. We will learn to model and design databases uses entity-relationship diagrams, and the Standard Query Language (SQL) for managing databases. We will learn PHP, CGI/Perl, and Java Servlets, which are three important technologies for web-based architectures. We will also discuss performance, reliability and security issues. Finally, we will create dynamic Web sites driven by database entries. *Alternate year course.*

Prerequisite: 230
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

CS 307 Computer Graphics

Anderson

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. A survey of topics in computer graphics with an emphasis on fundamental techniques. Topics include: graphics hardware, fundamentals of three-dimensional graphics including modeling, projection, coordinate transformation, synthetic camera specification, color, lighting, shading, hidden surface removal, animation, and texture-mapping. We also cover the mathematical representation and programming specification of lines, planes, curves, and surfaces.

Prerequisite: 230
Distribution: Mathematical Modeling
Semester: N/O. Offered in 2009-10. Unit: 1.0

CS 310 Theoretical Foundations of Cryptology

Shull

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. When is a cryptographic system secure and how will we ever know? This course introduces the computational models and theory computer scientists use to address these issues. Topics include one-way functions, trapdoor functions, probabilistic complexity classes, pseudorandom generators, interactive proof systems, zero-knowledge proofs, and the application of these theories to modern cryptology.

Prerequisite: 231 or 235 or permission of the instructor.
Distribution: Mathematical Modeling
Semester: N/O. Offered in 2009-10. Unit: 1.0

CS 332 Visual Processing by Computer and Biological Vision Systems

Hildreth

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. An introduction to algorithms for deriving symbolic information about the three-dimensional environment from visual images. Aspects of models for computer vision systems will be related to perceptual and physiological observations on biological vision systems. Computer vision software written in MATLAB will be used to implement and test models. Topics include: edge detection, stereopsis, motion analysis, shape from shading, color, visual reasoning, object recognition. *Alternate year course.*

Prerequisite: 112 or 230 or permission of the instructor.
Distribution: Mathematical Modeling
Semester: N/O. Offered in 2009-10. Unit: 1.0

CS 342 Computer Security

Turbak

An introduction to computer security. Topics include ethics, privacy, authentication, access control, information flow, operating system security (with a focus on Linux), cryptography, security protocols, intrusion prevention and detection, firewalls, viruses, network security, Web security, programming language security. Assignments include hands-on exercises with security exploits and tools in a Linux environment. Participants will independently research, present, and lead discussions on security-related topics. *Alternate year course.*

Prerequisite: 242 or permission of the instructor. Not open to students who have taken this topic as CS 349.
Distribution: Mathematical Modeling
Semester: Fall Unit: 1.0

CS 343 Advanced Computer Organization and Design with Laboratory

Staff

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. This course explores advanced computer organization and design. The interaction of hardware and software at a variety of levels is studied to provide a framework for how to design a computer. These ideas are also applied to understand how a computer system works and why it performs as it does. Examples and measurements based on commercial systems are used to create realistic design experiences. In addition, RISC architectures for current desktop, server, and embedded computers will also be surveyed. *Integral to the course is a three-hour required weekly laboratory.* In the laboratory, students write behavioral models of computer components using VHDL, a commercial computer design language. Most significantly, students will engage in an intensive, semester-long project in which they design a simple 16-bit RISC-style microprocessor. This includes the design of an instruction interpreter, a register file, a singlecycle, and a multicycle CPU. The lectures complement the labs. *Alternate year course.*

Prerequisite: 240. Not open to students who have taken this course as a topic of CS 349.
Distribution: Mathematical Modeling. This course satisfies the laboratory requirement.
Semester: N/O. Offered in 2009-10. Unit: 1.25

CS 349 Advanced Topics in Computer Science

Metaxas

Topic for 2008-09: Web Search and Mining. Locating information on the web seems very easy, while determining the quality of information can be tricky. This course is for students who want to know why search engines can answer your queries fast and (mostly) accurately, why other times they seem to be missing the point and provide untrustworthy information, and how one can design a website that acquires high visibility on the web. We will cover traditional information retrieval methods and web search algorithms such as crawlers, with a focus on methods that can detect web spam. We will also cover some basic understanding of text mining and data clustering. We will examine other relevant issues of the information explosion era, such as the shape and structure of the web, epistemology of information.

Prerequisite: 230
Distribution: Mathematical Modeling
Semester: Fall Unit: 1.0

CS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CS 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 0.5

CS 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CS 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Directions for Election

Students majoring in computer science must complete CS 111, 230, 231, 235, 240, 251, two 300-level courses other than 350, 360 or 370, and at least one additional computer science course at the 200 or 300 level. Students who do not take CS 111 must replace this requirement with one additional one-unit computer science course except 110. Computer science courses at other institutions used to meet the nine-course requirement must be approved **in advance** by the department chair on an individual basis. In addition, all majors in computer science are expected to complete (1) MATH 225 (Combinatorics and Graph Theory) and (2) at least one additional course in mathematics at the 200 or 300 level. Particularly relevant mathematics courses are MATH 206 (Linear Algebra), MATH 220 (Probability and Elementary Statistics), MATH 223 (Number Theory), MATH 305 (Abstract Algebra), MATH 309 (Foundations of Mathematics), and MATH 349 (Graph Theory). Students should consult a CS faculty member for advice in choosing mathematics courses best suited to their interests. Students are encouraged to consult the current computer science student handbook (linked from the department's web site http://cs.wellesley.edu) for suggestions of possible course schedules for completing the major. Students considering a junior year abroad should consult a faculty member in the department as soon as possible in their sophomore year to plan a schedule of courses to complete the major.

All computer science majors are required to participate in computer science student **seminars** held throughout the academic year. In this seminar, students have the opportunity to explore topics of interest through reading and discussion, field trips, invited speakers, independent research projects, or software development projects.

The computer science five-course minimum minor is recommended for students whose primary interests lie elsewhere, but who wish to obtain a fundamental understanding of computer science. The minor consists of CS 111, 230, either 231 or 235 or 240, at least one CS course above 100-level, and at least one 300-level CS course other than 350. Students who do not take CS 111 must replace this requirement with one additional one-unit computer science course except 110.

Students may receive a maximum of one unit of college credit for a score of 5 on the Computer Science A or AB Advanced Placement exam. This unit does not count towards the computer science major or minor. Students receiving AP credit for computer science should consult with the department regarding enrollment in 230 or 240. CS majors and minors should consult with a CS faculty advisor before electing to take a CS course as credit/non.

Students can earn **honors** in computer science by successfully completing an honors-quality senior thesis. A detailed description of the senior thesis project in computer science can be found in the document *Independent Studies in Computer Science* (http://cs.wellesley.edu/~cs/Research/independ.html). Majors who are interested in undertaking a senior thesis project are urged to discuss their plans with either their advisor or the department chair as early as possible in their junior year.

Computer Engineering
Students interested in computer engineering should consult the course listings in Extradepartmental and enroll in EXTD 160, Introduction to Engineering Science. This course is intended to be a gateway experience for possible subsequent engineering studies such as the engineering certificates from the Olin College of Engineering. The Special Academic Programs section contains a description of these certificates that represent groups of engineering courses at Olin designed to complement a major at Wellesley. More information at http://cs.welleseley.edu/~cs/Curriculum/olin.html.

Students who plan to pursue graduate work in computer science are strongly encouraged to develop their background in mathematics, particularly in the areas of linear algebra, probability and statistics, and graph theory. Such students should elect one or more of 310, 349 or MATH 305. In addition, students who are planning either graduate work or advanced technical research or development work are strongly encouraged to (1) obtain laboratory experience by electing one or more of 303, 307, 332, 342, 343, or appropriate courses at MIT and (2) pursue at least one independent study or research project before graduating, in the form of a Wellesley course (250/350/360), an MIT UROP, or a summer internship; consult http://cs.wellesley.edu/~cs/Research for more details.

Students interested in an **interdepartmental** major (or minor, if applicable) in cognitive and linguistic sciences, media arts and sciences, or neuroscience are referred to these listings in the catalog.

Students interested in engineering should consult the course listings in Extradepartmental.

Department of East Asian Languages and Literatures

Professor: *Lam, Morley, Widmer (Chair)*[A]

Associate Professor: *Zimmerman*

Assistant Professor: *Allen, Lee, Song, Tham,*

Visiting Lecturer: *Hatano*

Senior Lecturer: *Maeno*[A1], *Torii*

Lecturer in Chinese Language: *Chen, Zhao*

Visiting Lecturer in Chinese Language: *Tang*

Lecturer in Japanese Language: *Ozawa*

Lecturer in Korean Language: *Kwon*

The Department of East Asian Languages and Literatures offers two distinct programs: Chinese language and literature and Japanese language and literature. The goal of each major is to provide students with a solid foundation in the disciplines of language and literature through intensive language training and broad exposure to the literary and cultural traditions of the culture under study.

The department also offers Korean language and culture courses.

The department reserves the right to place a new student in the language course for which she seems best prepared regardless of the number of units she has offered for admission.

EALL 225/325 Traditional Romances of East Asia (in English)

NOT OFFERED IN 2008-09. The course begins with a brief introduction to an eleventh-century novel from Japan, Murasaki Shikibu's *The Tale of Genji*. This work shows considerable awareness of Chinese culture, but the design is entirely original and the aesthetics typically Japanese. There is no influence at all between *Genji* and our next subject, Cao Xueqin's eighteenth-century masterpiece, *The Dream of the Red Chamber*, also known as *The Story of the Stone*. However, the similarities point to shared East Asian traditions, and the contrasts can be traced to major differences in the aesthetics of China and Japan. At the end of the semester we will take up two other pieces, one each from Korea and Vietnam. These two, as well, fit into a larger East Asian syndrome but exhibit national characteristics at the same time. *This course may be taken as either 225 or, with additional assignments, 325.*

Prerequisites: 225 open to all students; 325 one 200-level course in either Chinese or Japanese Language and Literature required.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

Korean Language and Culture

KOR 101-102 Beginning Korean

Kwon

An introductory course on standard conversational Korean for students who have little or no knowledge of Korean. The course will provide basic skills in speaking, listening, reading, and writing, with a focus on spoken language proficiency. The course will emphasize the development of communication skills in given situations and tasks, and provide an introduction to socio-cultural interests and daily life in Korea. *Each semester earns 1.25 unit of credit. Students who are placed into 101 must complete both semesters satisfactorily to receive credit for either course; those who are placed into 102 must continue at the 200-level to retain credit for 102.*

Prerequisite: None
Distribution: None
Semester: Fall, Spring Unit: 1.25

KOR 201-202 Intermediate Korean

Lee

A course for advanced beginners who have some experience in speaking Korean without formal instruction and who intend to build a solid foundation in the Korean language. This course covers the basic areas of speaking, listening, reading, and writing, and provides intensive exercises for spelling, basic grammar, and vocabulary. The course will focus on developing coherent language skills with respect to both spoken and written language proficiency, and on understanding the cultural aspects of daily life in Korea. *Each semester earns 1.25 unit of credit. Students who are placed into 201 must complete both semesters satisfactorily to receive credit for either course; those who are placed into 202 may earn credit for this course alone.*

Prerequisite: KOR 101-102, 201 for 202, or permission of the instructor.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.25

KOR 256 Gender and Language in Modern Korean Culture (in English)

Lee

Postwar modernization and industrialization have brought dramatic changes in Korean society. In spite of remarkable economic growth and rapid social progress, however, Korean women still struggle with gender inequality. This course explores the relationship between language use and cultural views of womanhood in modern Korea, using phonetics, semantics, discourse analysis, and sociolinguistics. By examining actual language use in myths, movies, ads, and popular culture, we explore how sociolinguistic factors shape gender dichotomies, notions of individual identity, and ethnicity. Substantial evidence of linguistic data will be used to clarify the connection between language and gender as we address the challenges faced by women of East Asia. *Taught in English.*

Prerequisite: None
Distribution: Epistemology and Cognition
Semester: Spring Unit: 1.0

KOR 309 Advanced Korean through Contemporary Texts and Multimedia

Lee

This course aims at achieving advanced level fluency in reading and writing Korean through the study of various texts and multimedia. Course 'texts' include contemporary works of Korean literature, current newspaper articles, broadcast news, and clips of television shows and films. The course will develop sophisticated interpretive and presentational skills in formal contexts while enhancing the student's level of literary appreciation and intellectual analysis. Focus on mastery of a wide range of vocabulary and idiomatic expressions, individual writing projects, classroom discussion, and presentations on assigned topics.

Prerequisite: KOR 202 or permission by the instructor
Distribution: Language and Literature
Semester: Fall Unit: 1.0

Major in Chinese Language and Literature

CHIN 101-102 Beginning Chinese

Chen, Zhao, Tang

An introductory course that teaches the skills of listening comprehension, speaking, reading, and writing in Mandarin Chinese. Emphasis is on pronunciation, vocabulary, grammar, and communication. Computer programs for pronunciation, listening comprehension, grammar, and writing Chinese characters will be used extensively. Four 70-minute classes plus one 30-minute small group session. *Each semester earns 1.25 units of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None. Open only to students with no Chinese language background.
Distribution: None
Semester: Fall, Spring Unit: 1.25

CHIN 103-104 Advanced Beginning Chinese

Lam, Zhao, Chen

An introductory course that teaches the skills of listening comprehension, speaking, reading, and writing in Mandarin Chinese. Emphasis is on pronunciation, vocabulary, grammar, and communication. Computer programs for pronunciation, listening comprehension, grammar, and writing Chinese characters will be used extensively. Three 70-minute classes. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Open to students who can speak some Chinese (Mandarin or other Chinese dialect), or who have some knowledge about reading and writing Chinese characters. Department placement test is required.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CHIN 201-202 Intermediate Chinese

Chen, Zhao

Further training in listening comprehension, oral expression, reading and writing. Four 70-minute classes plus one 30-minute small group session. *Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102 or permission of the instructor.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.25

CHIN 203-204 Advanced Intermediate Chinese

Tham, Tang

Further training in listening comprehension, oral expression, reading and writing. Three 70-minute classes. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 103-104 or permission of the instructor.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

CHIN 206 The Chinese Literary Imagination I: Beginnings to the Northern Song Dynasty (in English)

NOT OFFERED IN 2008-09. This is a thematic introduction to Chinese literature in translation, tracing the development of poetry, narrative, and criticism up through the Northern Song dynasty (960–1127). We will focus on the representation of the self in literary texts—its authenticity and/or theatricality—with particular attention to historical contexts, issues of genre and gender, and the pressures exerted by political and religious ideologies. Where it is relevant, we will also take up some concerns of recent theoretical approaches to literary and cultural studies.

Prerequisite: None
Distribution: Historical Studies or Language and Literature
Semester: N/O Unit: 1.0

CHIN 207 The Chinese Literary Imagination II: The Song Dynasty to the Fall of Imperial China (in English)

NOT OFFERED IN 2008-09. This is the second half of a thematic introduction to Chinese literature in translation, focusing on the vernacular genres of the Song, Yuan, Ming, and Qing dynasties. We will explore the ways in which the self is constructed in the late imperial period, across genres such as diaries and informal prose, drama, short fiction and novels, and poetry. Questions of gender and sexuality, urban culture, and historical context will also be addressed.

Prerequisite: None
Distribution: Historical Studies or Language and Literature
Semester: N/O Unit: 1.0

CHIN 208 The Chinese Literary Imagination III: Late Qing to the Present Day (in English)

Song

This is a thematic introduction to modern Chinese literature which travels from the Late Qing period through the twentieth century to the present day. We will explore how the individual and the nation are constructed in short fiction, poetry, essays and novels. Topics such as revolution and censorship, exile and the foreign, urban and rural identity, and gender and sexuality will guide discussions. We will view the cinematic versions of several contemporary novels as well.

Prerequisite: None
Distribution: Historical Studies or Language and Literature
Semester: Spring Unit: 1.0

CHIN 210 The Tang Dynasty (In English)

Allen

The Tang dynasty has long been considered a high point of Chinese civilization. Travelers from lands as distant as India and Rome brought everything from exotic objects to new dances and new religious ideas, making foreign influence stronger than in any period until the modern era. The dynasty was also a period of transition in which modes of literature, thought, and government that would dominate for the next thousand years first emerged. In this class we will examine the literary and intellectual culture of Tang dynasty China, exploring such topics as the capital city as an urban space and a nexus of Chinese and foreign cultures; intellectual trends inspired by Buddhism and a reevaluation of Confucian ideas; and representations of the dynasty in later periods.

Prerequisite: None
Distribution: Language and Literature or Historical Studies
Semester: Spring Unit: 1.0

CHIN 225 Representations of the Other in Traditional Chinese Literature (In English)

Allen

Examining what an individual, or a culture, defines as "other" often reveals much about how that individual or culture views itself. In this course we will explore ways in which traditional Chinese literature constructed notions of the other. Our scope will be broad: from poems on the Zhou dynasty's conquest of enemy tribes around 1000 B.C.E., to accounts of China's encounters with the West in the eighteenth century; from spirit journeys through the terrors of the underworld, to romanticized visions of rural life in the poems of aristocrats. We will approach these texts both as works of art in their own right and as windows onto the changing paradigms Chinese writers used to understand themselves and their world.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

CHIN 230/330 Writing Women in Traditional China (in English)

NOT OFFERED IN 2008-09. Who were the major women writers in traditional China? How did they represent themselves and how were they represented in literary, historical, religious, and philosophical texts? This course will serve as an introduction to women's writings over the last two thousand years in China. We will examine the construction of gender, voice, and identity through close readings of poetry, fiction, essays, letters and biographical texts. We will also discuss the historical and social contexts so that we may better understand the conditions under which female authors lived and wrote. *This course may be taken as either 230 or, with additional assignments, as 330.*

Prerequisites: 230 open to all students; for 330, one of the following: [110], 206, 207, or 208, or permission of the instructor.
Distribution: Historical Studies or Language and Literature
Semester: N/O Unit: 1.0

CHIN 231/331 Chinese and the Languages of China

Tham

What is "Chinese"? How are "Mandarin" and "Cantonese" related to "Chinese"? Is Taiwanese a Chinese language? Is it a Chinese dialect? How did Mandarin become the "common language" (Putonghua)? This course introduces the various language families in China, and examines the linguistic, historical, cultural and sociopolitical factors that have played into our understanding of terms such as "Chinese," "Mandarin," "language," and "dialect." Topics to be discussed include: the differences in the sound systems of Mandarin and other Chinese languages, how Mandarin became the national language, the traditional importance of a national language in China, the writing system and the simplified/traditional divide, minority languages in China. *In English with some readings in Chinese. This course may be taken as either 231 or, with additional assignments, 331.*

Prerequisites: 231 open to students who have taken one 200-level course in Chinese language (courses in English do not count) or the equivalent, first-year students may enroll only with permission of the instructor; for 331, one of the following: 302, 306, 307, or permission of instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

CHIN 232/332 Writing Women in Modern China (in English)

Song

This course examines the major works by modern Chinese female writers from the late Qing to the beginning of the twenty first century, with a view toward appreciating their contributions to the Chinese modernization. Who were China's "new women"? How did they strive to change Chinese culture and society as well as themselves? How did they construct their identity and voice in fiction, poetry, and other literary forms? And how did their writings negotiate tradition and modernity? Such important issues as gender, identity, diversity, difference and modernity together with their historical and cultural contexts will be extensively discussed through close analyses of the chosen texts. *This course may be taken as either 232 or, with additional assignments, 332.*

Prerequisite: 232 open to all students; for 332, one course at the 200 or 300-level in East Asian languages and literatures, East Asian arts, history, philosophy, or religion.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

CHIN 243 Chinese Cinema (in English)

NOT OFFERED IN 2008-09. Contemporary film from Hong Kong, Taiwan, and the People's Republic of China. This course investigates the history of the Chinese film industry, the issue of cultural hegemony (the power Hollywood is thought to exert over film industries of the "Third World"); cinematic constructions of Chinese gender, family, nationhood, and individuality; and applications of contemporary Western film theory.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

CHIN 244 Classical Chinese Theatre (in English)

NOT OFFERED IN 2008-09. This course covers three basic categories of traditional theater in China. It begins with the short form known as zaju of the Yuan Dynasty (13–14 c.), when dramatic works began to be written by identifiable authors. Next come the long and elaborate chuanqi (or kunqu) of the Ming and Qing, including the recently resurrected Peony Pavilion by Tang Xianzu. The last category is Peking opera, a form that originated during the second half of the Qing dynasty, around 1790, and is regularly performed today. Most of our dramas were written by men but a few by women will also be considered. The interrelation between forms will be discussed, as will their role in film. The impact of Chinese drama on such westerners as Stanislavsky and Brecht will be introduced as the course concludes.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

CHIN 250 Research or Individual Study

Prerequisite: Open by permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CHIN 250H Research or Individual Study

Prerequisite: Open by permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 0.5

CHIN 301 Advanced Chinese I

Lam

This course is designed to further expand students' comprehension, speaking, reading, and writing skills. Reading materials will be selected from newspapers, short stories, essays, and films. *Three 70-minute classes conducted in Chinese.*

Prerequisite: 201-202 or permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

CHIN 302 Advanced Chinese II

Lam

Advanced language skills are further developed through reading, writing and discussions. Reading materials will be selected from a variety of authentic Chinese texts. Audio and video tapes will be used as study aids. *Three 70-minute classes conducted in Chinese.*

Prerequisite: 301 or permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

CHIN 306 Advanced Reading in Twentieth-Century Literature and Culture

Song

This course is designed to further expand and refine grammatical proficiency and communicative skills through intensive reading of authentic Chinese materials, such as short stories, newspapers, and essays and viewing of films and television broadcasts. Particular emphasis also given to increasing level of literary appreciation and critical awareness of the sociocultural contexts that shape readings.

Prerequisite: 203-204
Distribution: Language and Literature
Semester: Fall Unit: 1.0

CHIN 307 Advanced Readings in Contemporary Issues

Tham

A variety of authentic materials including films and literary works, will be selected to cover the period from 1949 to the beginning of the twenty-first century.

Prerequisite: 306 or permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

CHIN 308 Advanced Chinese Language and Cultural Studies in Beijing

NOT OFFERED IN 2008-09. This course enrolls students who want to go abroad in January to have a total immersion learning experience on the campus of Tsinghua University in Beijing. Written material, documentary films and site-visits chosen for study in this three-week program will all be centered on the history and culture unique to the city of Beijing. Students are required to attend and prepare for daily classes and quizzes, and to join the study tour scheduled on the weekends. In addition, participation in extracurricular events organized by students from the host institutes is requested to fulfill part of the course work. Program activities will be conducted exclusively in Chinese. *Not offered every year. Subject to Dean's Office's approval.*

Prerequisite: 301, 302, 306, 307, 317 or permission of the instructor. Application required.
Distribution: Language and Literature
Semester: N/O Unit: 0.5

CHIN 310 Introduction to Classical Chinese

Allen

Classical Chinese was the primary written language used in China from antiquity through the early twentieth century. This course introduces the basic grammar and vocabulary of Classical Chinese through readings selected from canonical sources in literature, philosophy, and history. We will pay special attention to grammatical differences between classical and modern Chinese. Students with an interest in art history, history, philosophy, and/or literature are encouraged to take this course to improve their reading skills.

Prerequisite: 301 and 302 or 306 or permission of instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

CHIN 312 Introduction to Classical Chinese Poetry

Allen

Poetry, the dominant genre of classical Chinese literature, played diverse roles in traditional Chinese culture. More than simply an art form, poems were an everyday means of expression and of social interaction for educated men and women. This course will provide an introduction to the major forms of Chinese poetry from its beginnings through the thirteenth century. Topics include the basic structures and vocabulary of Chinese poetry; oral performance and written communication; the give-and-take between generic expectations and a poet's individual voice; and poems as social exchange. Readings will be in classical Chinese with glosses and annotations in English and modern Chinese.

Prerequisite: 301 and 302 or 306 or permission of instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

CHIN 317 The Art of Translation

NOT OFFERED IN 2008-09. The art of translation and its techniques are studied through analysis of the major linguistic and cultural differences between Chinese and English. Students will work on guided translations of contemporary literary, cinematic, and press texts. Additional readings in English on techniques and theories of translation will be discussed. Students must have strong Chinese and English skills. Two 70-minutes classes conducted in Chinese.

Prerequisite: 302, 306, 307, 310, or permission of the instructor.
Distribution: Language and Literature
Semester: N/0 Unit: 1.0

CHIN 325 Philosophical Approaches to Chinese Literature

NOT OFFERED IN 2008-09. This course will examine the complicated relationship between philosophy and literature in China, as well as explore the possibility of cross-cultural interpretation and understanding. Our discussions will draw upon a wide range of topics, including the ethical character of literature, the problem of rhetoric, the relationship of writing to the state, the idea of aesthetic autonomy, metaphysics and language, commentary as philosophical critique, the imagination of China by Western philosophers and theorists, and Marxist and postmodern critiques of tradition. Readings will be drawn from philosophical texts (*Analects, Zhuangzi*), literary and historical works (Sima Qian's *Historical Records*, Du Fu's poetry), selected Western thinkers (Plato, Hegel, Stanley Cavell), as well as contemporary philosophers and critics (Li Zehou, Jacques Derrida, Fredric Jameson).

Prerequisites: Appropriate prior coursework at the 200-level in East Asian languages and literatures, East Asian studies, philosophy, or religion.
Distribution: Language and Literature or Epistemology and Cognition
Semester: N/O Unit: 1.0

CHIN 326 The City in Modern Chinese Literature and Film (in English)

NOT OFFERED IN 2008-09. This seminar will focus on one of the most important topics of modern Chinese culture: the urban imagination. Analyzing how metropolis and urban life are represented and imagined is central to an understanding of the differently articulated forms Chinese modernity has taken throughout the twentieth century. We will examine the literary and visual representations of the city in modern China through close analyses of the novels, short stories, films, photographs, and paintings that illuminate Chinese urbanism. The cultural manifestations of such Chinese metropolises as Beijing, Shanghai, Hong Kong, and Taipei will be extensively discussed.

Prerequisites: One course at the 200 or 300-level in East Asian Languages and Literatures, East Asian arts, history, philosophy, or religion.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

CHIN 339 Popular Culture in Modern China (in English)

Song

This course provides a comprehensive examination of modern Chinese popular culture in mainland China, Taiwan, Hong Kong, and other transnational Chinese communities in the past century. We discuss important issues in the field of popular culture across a variety of Chinese media, including film, literature, opera, theater, music, vintage photographs, and comic books. In doing so, this course will probe popular culture as it has manifested itself in the dynamic dialogue between high art and mass culture and trace its sociopolitical, cultural, and aesthetic impact on modern China.

Prerequisites: One course on China (e.g. CHIN 208, CHIN 243, ANTH 223, HIST 278, ARTH 255), or by permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

CHIN 340 Literature of the Chinese Diaspora (in English)

NOT OFFERED IN 2008-09. The idea of *Zuguo/Woguo*, the motherland, has been central to Chinese literary writing throughout the past century. Novelists and poets in China are politicians by default and bear witness, in their lives and deaths, to the tremendous economic, political and cultural transformation that has occurred in twentieth-century mainland China. But what does China mean to writers of the Chinese diaspora? Writers in Taiwan, Hong Kong, Japan, North America, Europe? We will probe representations of the self, the martial hero, exile, gender, sexuality, colonialism, nation and how all of these are (or are not) tied to the concept of a motherland. All of the novels read for this course were written in Chinese outside of mainland China and are available in English translation.

Prerequisite: 207, 208 or permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

CHIN 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CHIN 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CHIN 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Major in Japanese Language and Literature

JPN 101-102 Beginning Japanese

Morley, Ozawa, Maeno

Introduction to the modern standard Japanese language. Emphasis on developing proficiency in listening, speaking, reading and writing, using basic expressions and sentence patterns. *Five periods. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None
Distribution: None
Semester: Fall, Spring Unit: 1.25

JPN 111 Gender and Popular Culture of Japan (in English)

Zimmerman

Our study of Japanese popular culture focuses on gender issues, particularly on how girls are represented in Japanese comic books, magazines, fiction, television, animation, and film. We ask why the girl sparks such intense interest in Japan and explore how she both challenges and reaffirms existing gender norms. A lightening rod for social change in Japan, even for modernity itself, representations of the girl illuminate the status of women, the changing role of the family, issues of ethnic and national identity, sexual orientation, and even Japan's relation to the outside world. No previous knowledge of Japan or Japanese language required.

Prerequisite: None
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

JPN 130 Japanese Animation (in English)

NOT OFFERED IN 2008-09. What makes Japan tick? New visitors to Japan are always struck by the persistence of traditional esthetics, arts, and values in a highly industrialized society entranced by novelty. Through animation films (English subtitles) and readings on animation we will explore this phenomenon from the inside. Focus is on the works of Tezuka Osamu, Hayao Miyazaki, and others. No Japanese language required.

Prerequisite: None
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

JPN 155/WRIT 125 Exploring Solitude: Japanese Writers Across the Ages

Morley

In Japanese literature, solitude has been shaped into an intensely emotional response to nature and human experience. The esthetic values that many feel lie at the heart of the Japanese literary and artistic tradition: *sabi* (solitude), *wabi* (the aged or weathered). *Yugen* (subtle mystery), *shiori* (wilting) arose from this preoccupation with solitude. How do we recognize these values in the literature that we read: Do they resonate with our own experience? What Buddhist cultural beliefs influenced the development of these values in Japan? How are they recast in modern fiction to recapture what is felt to be a uniquely "Japanese" atmosphere? No prior knowledge of Japanese language or literature is required. *This course satisfies the WRIT 125 requirement and counts as a unit towards a major in Japanese or East Asian Studies. Includes a third session each week.*

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

JPN 201-202 Intermediate Japanese

Torii, Hatano

Continuation of 101-102. The first semester will emphasize further development of listening and speaking skills with more complex language structures as well as proficiency in reading and writing. The second semester will emphasize reading and writing skills. *Five periods. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102 or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.25

JPN 231 Selected Readings in Advanced Japanese I

Ozawa

For students who have completed two years of Japanese study, this course emphasizes development of advanced reading, writing, and speaking skills. Using both primary sources and a textbook with articles on current social issues in Japan, students study grammar, idiomatic expressions and a few hundred additional kanji characters. Audiovisual materials will also be used. Students will be required to complete class projects. Class discussion will be conducted entirely in Japanese. *Three meetings a week.*

Prerequisite: 201-202 or permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

JPN 232 Selected Readings in Advanced Japanese II

Ozawa

A continuation of JPN 231, this course further develops literacy in Japanese. Students focus on intensive reading of various styles of written Japanese, writing on different topics, and development of fluent oral skills. Class projects will include interviews with Japanese families in the area, directing classroom discussions, and debates on current issues. Class discussion conducted entirely in Japanese. *Three meetings a week.*

Prerequisite: 231 or permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

JPN 250 Research or Individual Study

Prerequisite: Open by permission of department. Signature of instructor required.
Distribution: None
Semester: Fall, Spring Unit: 1.0

JPN 250H Research or Individual Study

Prerequisite: Open by permission of department. Signature of instructor required.
Distribution: None
Semester: Fall, Spring Unit: 0.5

JPN 251 Japanese Writers and Their Worlds (in English)

NOT OFFERED IN 2008-09. A study of the emerging voice of the writer in Japan from the tenth through the eighteenth centuries. Texts will include the early poetic diaries of the Heian Court ladies, *The Tale of Genji*, the *Noh* plays, puppet plays and the haiku poetry of Matsuo Basho. Emphasis is on the changing world of the Japanese writer, the influence of Buddhism and Confucianism, and the role of the texts in shaping Japanese aesthetic principles. Selected films shown throughout course.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

JPN 256 Modern Japan through Cinema (in English)

Zimmerman

From portraits of defiant children and ambitious geisha to runaway lovers and star-crossed gangsters, we trace Japan's changing modern identity in cinema. Moving decade by decade from the 1930s to the present, we view films that speak to the concerns of each generation. Because Japanese directors have created a unique visual language that counters the conventions of Hollywood, we devote class time to learning to read film. Literary and historical readings enhance study. Directors include Mizoguchi Kenji, Ozu Yasujiro, Kurosawa Akira, Oshima Nagisa, Imamura Shohei and Koreeda Hirokazu. No previous knowledge of Japan or film studies is required.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall Unit: 1.0

JPN 309 Readings in Contemporary Japanese Social Science

NOT OFFERED IN 2008-09. Readings in Japanese with selections from current newspapers and journals. Areas of student interest will help to determine the texts for the course. Two periods with discussion section.

Prerequisite: 232 or permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

JPN 312 Literary Japanese: Reading the Classics

Morley

Reading and discussion in Japanese of selections from classical Japanese literature: focus on translation skills. Students will have the opportunity to sample *The Tale of Genji* and *The Pillow Book*, among others, in the original and to familiarize themselves with the classical language. *Two periods with discussion section.*

Prerequisite: 232 or permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

JPN 314 Contemporary Japanese Narrative

Zimmerman

We read and discuss Japanese fiction in the original, focusing on a generation of contemporary female writers who are currently transforming the literary landscape of Japan. Through fresh use of language and challenging themes, writers such as Ogawa Yoko, Wataya Risa and Kanehara Hitomi draw sharp portraits of urban life in Japan. Weekly translation exercises develop literary reading skills and improve comprehension. For the final project, students will translate a contemporary short story in collaboration with the instructor. *Two class meetings with individual meetings.*

Prerequisite: 232 or permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

JPN 350 Research or Individual Study

Prerequisite: Open by permission of department to juniors and seniors. Signature of instructor required.
Distribution: None
Semester: Fall, Spring Unit: 1.0

JPN 350H Research or Individual Study

Prerequisite: Open by permission of department to juniors and seniors. Signature of instructor required.
Distribution: None
Semester: Fall, Spring Unit: 0.5

JPN 351 Seminar. Theaters of Japan (in English)

NOT OFFERED IN 2008-09. This course provides an in-depth study of Japanese traditional theater forms and performance theories. Students will be reading plays from the *Noh*, Kyogen comedies, *Kabuki*, and *Bunraku* (puppet theater) traditions. Videos of the plays for study will be viewed by the class. Comparisons will be made with Western and other Eastern theater forms where appropriate. The influence of classical theater on contemporary Japanese drama will also be examined.

Prerequisite: One unit on Japan or by permission of the instructor.
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

JPN 352 Seminar. Postwar Japanese Fiction (in English)

NOT OFFERED IN 2008-09. With the lifting of state censorship in the postwar period, Japanese writers began to write again about sex, politics and decadence. They also wrestled with questions of war responsibility and the role of the writer in a changing world. In recent years, Japanese writers have courted a global audience, moving towards fantasy and magic realism while depicting the proliferation of isolated subcultures in Japan. We embed literary texts in their social and historical contexts as we listen for the "hum of the times." We also practice close reading of individual texts as we assess the literary accomplishments of nine Japanese writers from 1945–2007.

Prerequisite: One course on Japan or by permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

JPN 353 Lady Murasaki and The Tale of Genji (in English)

Morley

Shortly after 1000 AD in the imperial court of Japan, Murasaki Shikibu, a court lady of middle rank, completed what is arguably the first novel in the history of world literature, *The Tale of Genji*. Who was she? How did she come to write a novel of such surprising psychological subtlety? Who is the hero? Why is he still appealing a millennium later? Focusing on *The Genji* and Murasaki's diary, we examine the culture of the Heian court, Buddhist beliefs, the esthetic of *mono no aware* (a beauty evocative of longing), and the literature (poetry, prose, and ladies' diaries) of the court salons. Films, plays, animation, and modern novels modeled on *The Genji* will also be discussed in class. No Japanese language required.

Prerequisite: One course on Japan or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

JPN 360 Senior Thesis Research

Prerequisite: By permission of the instructor. See Academic Distinctions.
Distribution: None
Semester: Fall Unit: 1.0

JPN 370 Senior Thesis

Prerequisite: 360 and permission of Program Director.
Distribution: None
Semester: Spring Unit: 1.0

Directions for Election Chinese Language and Literature

Chinese language and literature: The goal of this major is to provide students with a solid foundation in the disciplines of Chinese language and literature through intensive language training and broad exposure to Chinese literary and cultural traditions through literature/culture courses taught in both English and Chinese. Students are strongly encouraged to begin their Chinese language study during their first year at Wellesley. Students with a Chinese language background must take a placement test to determine their proper courses. In addition, the EALL department strongly recommends that all majors spend a summer and/or a semester of their junior year studying Mandarin at an approved program in China, Taiwan, or Hong Kong.

The Chinese language and literature major consists of a minimum of ten courses. The following three sets of guidelines for the Chinese language and literature major have been devised to meet the needs of students who come to Wellesley with differing Chinese language backgrounds.

A. Students beginning their Chinese language study at Wellesley in CHIN 101-102, 103-104 or 201-202 shall complete the ten-course Chinese major as follows: Five language courses from among CHIN 101-102* or 103-104*; 201-202* or 203-204*; 301, 302, or 306, 307; and another three courses in Chinese literature, linguistics, language, comparative East Asian literature, or East Asian studies. Each student should work out the details of her major with her advisor.

B. Students beginning their Chinese language study at Wellesley in CHIN 203-204 shall complete the ten-course Chinese major as follows: Three language courses consisting of CHIN 203-204*, 306 or 307; and another three courses in Chinese literature, linguistics, language, comparative East Asian literature, or East Asian studies. Each student should work out the details of her major with her advisor.

C. Majors beginning their Chinese language study at Wellesley in third-year Chinese shall complete the ten-course Chinese major as follows: Two language courses from among CHIN 301, 302, 306, 307; and another three courses in Chinese literature, linguistics, language, comparative East Asian literature, or East Asian studies. Each student should work out the details of her major with her advisor.

*Both semesters must be completed satisfactorily to receive credit for either course.

Directions for Election Japanese Language and Literature

Japanese language and literature: The Japanese program trains students to achieve fluency in the Japanese language and to think critically about Japanese literature and culture. Japanese majors follow a parallel track, taking language courses and literature/culture courses in translation, which culminates in advanced work on literature in Japanese at the 300-level. To this end, students are strongly encouraged to begin their study of the language in the first-year. A junior year, a semester, or a summer of intensive language study in Japan is encouraged. The major consists of a minimum of eight units and normally includes JPN 202, 231, 232, and five additional units. At least two must be nonlanguage units, and at least two must come from the 300 level (to be taken within the department). Students entering with advanced language preparation may substitute alternate language units as necessary with departmental permission. JPN 101-102 and 201 may be counted toward the degree but not toward the major. Students who have completed [310], 314, or the equivalent may request to do an independent study using the Japanese language (350). Those who wish to do an independent study that does not require the Japanese language should register for 250. An advisor should be chosen from within the department.

Note: All EALL students:

Teacher Certification
Students interested in seeking certification in teaching Chinese or Japanese should speak with the chairs of the EALL department and education department early in their college career.

Study Abroad
A maximum of three courses taken abroad may be counted toward the Chinese language and literature major; and a maximum of four courses toward the Japanese language and literature major. Students should note that more credit may be counted toward the Wellesley degree. In order to obtain credit for study abroad, students must obtain prior consent from the International Study Office and the EALL department chair and must pass a placement test administered by the EALL department upon return to Wellesley. In addition, it is essential that proof of course content and performance in the form of syllabi, written work, examinations, and grades be presented to the EALL department chair.

Advanced Placement Policies and Language Requirement
A student entering Wellesley must pass the Chinese exemption examination or the Japanese exemption examination to satisfy the foreign language requirement.

Transfer Credits
The transfer of credit (either from another American institution or from a language program abroad) is not automatic. A maximum of three units may be transferred toward the major in Chinese language and literature and a maximum of four toward the major in Japanese language and literature. Work at the 300-level must be taken within the department for credit towards the majors in Chinese and Japanese. Students wishing to transfer credit should be advised that a minimum of six units of course work must be completed in the EALL department at Wellesley. Transfer students from other institutions are required to take a placement test administered by the EALL department. It is essential that proof of course content and performance in the form of syllabi, written work, examinations, and grades be presented to the EALL department chair.

Honors
The only route to honors in the Chinese language and literature and Japanese language and literature major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

East Asian Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Zimmerman (East Asian Languages and Literatures)*

Affiliated Faculty: *D. Chen (EALL-Chinese), Cheng (Women's Studies), Chu (Anthropology), Giersch (History), Kodera (Religion), Lam (EALL-Chinese), Lee (EALL-Korean), Liu (Art History), Maeno*[A1] *(EALL-Japanese), Matsusaka (History), Meng (Studio Art), Moon (Political Science), Morley (EALL-Japanese), Ozawa (EALL-Japanese), Torii-Williams (EALL-Japanese), Zhao (EALL-Chinese), Zimmerman (EALL-Japanese)*

Advisory Committee: *Cheng (Women's Studies), Giersch (History), Lee (EALL-Korean), Moon (Political Science), Morley (EALL-Japanese), Widmer (EALL-Chinese)*

East Asian studies is an interdisciplinary major offered jointly by the East Asian languages and literatures department (EALL) and faculty from other departments at the College whose research and teaching interests include East Asia. The major is designed for students with a broad interest in East Asia. Students interested primarily in the language and literature of a single East Asian culture should consider the East Asian language and literature major. While the department encourages students to familiarize themselves with several East Asian cultures, all students must have an area of concentration. This area of concentration may be geographic or disciplinary.

Prospective majors should consult with a member of East Asian studies faculty as early as possible to discuss their academic plans. Majors devise their own programs of study in consultation with an advisor from the student's area of concentration. Both the major advisor and the program director must approve proposals for the major. Transfer credits to be counted towards the major must be approved by one of the program directors.

Ten units are required for the major, consisting of the following:

Language courses: four units. Students must complete at least four language courses above the 100-level in the language most appropriate to their area of concentration. No credit towards the major is given for the first year of language study. Those who begin their language study at Wellesley in a 300-level language class must still complete four language courses. Students with native or near-native fluency in an East Asian language must also complete at least ten units for the major.

Language study beyond that required for the major is strongly recommended. All majors are also encouraged to spend at least a summer or a semester studying abroad in China, Taiwan, Japan, or Korea. The EALL chair must approve plans for language study taken away from Wellesley and to be applied towards the major.

Non-language courses: six units. Of the six non-language units required for the major, a minimum of three must constitute the concentration (see below) and two must be at the 300 level. A minimum of three of the non-language courses must be taken at Wellesley, including both of the 300-level courses. Only one of the two required 300-level courses may be fulfilled by a 350, 360, or 370.

In order to gain a **comparative perspective,** majors must take at least one non-language course that deals primarily with an East Asian culture or society other than the one where the language she is using to fulfill the major is spoken.

All majors must also take at least one non-language course on East Asia in each of the following two categories: (1) **humanities,** including art history, literature, cinema, music, philosophy, religion; and (2) **social sciences,** including anthropology, history, economics, political science, sociology, women's studies.

MIT has strong offerings in East Asian studies, and Wellesley students should consider taking at least one course there.

One course in Asian American studies may be counted towards the major, provided that the course addresses a significant aspect of East Asian traditions, culture, or society in its global, cross-cultural contexts.

Concentrations. At least three of the non-language courses to be counted towards the major must constitute either a geographic or a disciplinary concentration in East Asian studies. Majors will normally declare their concentration no later than the spring semester of the junior year when preparing to undertake advanced work in East Asian studies.

Geographic concentrations may focus on China, Japan, or Korea. **Disciplinary concentrations** include: arts and visual studies; culture and society; gender studies; historical studies; international relations; literary studies; political economy; and religion. Under unusual circumstances, and with the approval of her advisor and a program director, a student may design her own disciplinary concentration.

Honors. The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

EAS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors
Distribution: None
Semester: Fall, Spring Unit: 1.0

EAS 360 Senior Thesis Research

Prerequisite: By permission of the directors. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

EAS 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

For Credit Toward the Major

AMST 212 Korean-American Literature and Culture

ANTH 223 Contemporary Chinese Society

ARTH 240 Asian Art and Architecture

ARTH 248 Chinese Painting

ARTH 249 Arts of Japan

ARTH 254 Arts of China, Korea, and Japan

ARTH 255 Twentieth-Century Chinese Art

ARTH 337 Seminar. Topics in Chinese Art

ARTH 339 Seminar. Beyond *Japonisme*: Japan and Europe in the Late Nineteenth Century

ARTH 341 Seminar. The Landscape Painting of China, Korea, and Japan

ARTS 106 Introduction to Chinese Painting

ARTS 206 Chinese Painting II

CHIN 231/331 Chinese and the Languages of China

CHIN 232/332 Writing Women in Modern China (in English)

CHIN 244 Classical Chinese Theatre

HIST 269 Japan, the Great Powers and East Asia, 1853–1993

HIST 274 China, Japan, and Korea in Comparative and Global Perspectives

HIST 277 China and America: Evolution of a Troubled Relationship

HIST 278 Reform and Revolution in China, 1800–Present

HIST 281/381 *Dream of the Red Chamber:* An Introduction to Chinese Society, ca 1650–1800

HIST 371 Seminar. Chinese Frontier Experience, 1600–1990

HIST 372 Seminar. Chinese Nationalism and Identity in the Modern World

JPN 155/WRIT 125 Exploring Solitude: Japanese Writers Across the Ages

POL2 208 Politics of China

POL2 209 Politics of Japan and Korea

POL2 304 State and Society in East Asia

POL2 308S Seminar. Advanced Topics in Chinese Politics

POL3 226 International Relations in East Asia

POL3 227 The Vietnam War

REL 108 Introduction to Asian Religions

REL 253 Buddhist Thought and Practice

REL 254 Chinese Thought and Religion

REL 255 Japanese Religion and Culture

REL 259 Christianity in Asia

REL 353 Seminar. Zen Buddhism

REL 354 Seminar. Tibetan Buddhism

SOC 245 Asian Societies

WOST 206 Migration, Gender, and Globalization

Department of Economics

Professor: *Butcher, Case*[A2], *Joyce*[A1], *Levine (Chair), Lindauer*[A1], *Matthaei, Skeath, Witte*[A2]

Associate Professor: *Coile, McEwan, Velenchik*[A], *Weerapana*

Assistant Professor: *Hilt, Lucas, McKnight, Nabar, Sneeringer*[A]

Instructor: *Shurchkov*

Visiting Lecturer: *Johnson, LeBrun, Scharber, Watson*

Economics is the study of the universal problems of scarcity, choice, and human behavior. It contains elements of formal theory, history, philosophy, and mathematics. Unlike business administration, which deals with specific procedures by which business enterprises are managed, economics examines a broad range of institutions and focuses on their interactions within a structured analytical framework. The complete survey of economics consists of both 101 and 102. Any student who plans to take economics after 101 and 102 should consult a department advisor.

ECON 101 Principles of Microeconomics

Staff

This first course in economics introduces students to the market system. Microeconomics considers the decisions of households and firms about what to consume and what to produce, and the efficiency and equity of market outcomes. Supply and demand analysis is developed and applied. Policy issues include price floors and ceilings, competition and monopoly, income distribution, and the role of government in a market economy.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

ECON 101F Principles of Microeconomics

NOT OFFERED IN 2008-09. This first course in economics introduces students to the market system. Microeconomics considers the decisions of households and firms about what to consume and what to produce, and the efficiency and equity of market outcomes. Supply and demand analysis is developed and applied. Policy issues include price floors and ceilings, competition and monopoly, income distribution, and the role of government in a market economy.

Prerequisite: Open to first-year students only. Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 102 Principles of Macroeconomics

Staff

This course follows 101 and analyzes the aggregate dimensions of a market-based economy. Topics include the measurement of national income, economic growth, unemployment, inflation, business cycles, the balance of payments, and exchange rates. The impact of government monetary and fiscal policies is considered.

Prerequisite: 101. Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

ECON 103/SOC 190 Introduction to Probability and Statistical Methods

Levine, Swingle (Sociology), McEwan, McKnight

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand problems in economics and sociology. Using examples drawn from these fields, this course focuses on basic concepts in probability and statistics, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. Data analysis exercises are drawn from both academic and everyday applications. *Students must register for a laboratory section which meets an additional 70 minutes each week. Students may register for either ECON 103 or SOC 190 and credit will be granted accordingly.*

Prerequisite: 101 or 102 or one course in sociology and fulfillment of the basic skills component of the Quantitative Reasoning Requirement. Not open to students who have taken or are taking MATH 220, PSYC 205, or POL 199.
Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement. Does not satisfy the laboratory requirement.
Semester: Fall, Spring, Summer Unit: 1.0

ECON 201 Intermediate Microeconomic Analysis

Johnson, Skeath, McKnight, LeBrun

Intermediate microeconomic theory: analysis of the individual household, firm, industry, and market, and the social implications of resource allocation choices. Emphasis on application of theoretical methodology.

Prerequisite: 101, 102 and one math course at the level of MATH 115 or higher. The math course must be taken at Wellesley.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

ECON 202 Intermediate Macroeconomic Analysis

Joyce, Nabar, Shurchkov

Intermediate macroeconomic theory: analysis of fluctuations in aggregate income and growth and the balance of payments. Analysis of policies to control inflation and unemployment.

Prerequisite: 101, 102 and one math course at the level of MATH 115 or higher. The math course must be taken at Wellesley.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

ECON 203 Econometrics

Butcher, Coile, Lucas

Application of statistical methods to economic problems. Emphasis will be placed on regression analysis that can be used to examine the relationship between two or more variables. Issues involved in estimation, including goodness-of-fit, statistical inference, dummy variables, heteroskedasticity, serial correlation, and others will be considered. Emphasis will be placed on real-world applications. *The credit/no-credit grading option is not available for this course.*

Prerequisite: 101, 102, and one math course at the level of MATH 115 or higher. The math course must be taken at Wellesley. One course in statistics (ECON 103, MATH 220 or PSYC 205) is also required.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

ECON 204 U.S. Economic History

NOT OFFERED IN 2008-09. This course traces the structure and development of the U.S. economy from colonial times to World War II; highlights historical episodes including the start of the nation, slavery, the westward movement, the Civil War, and the Great Depression. Specific topics include agriculture, trade, technology, finance, and labor. Emphasis on relating U.S. historical experience to current economic problems.

Prerequisite: 101 and 103
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 210 Financial Markets

Watson

Overview of financial markets and institutions, including stock and bond markets, money markets, derivatives, financial intermediaries, monetary policy, and international currency markets.

Prerequisite: 101, 102, and 103
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

ECON 213 International Finance and Macroeconomic Policy

Weerapana

This course introduces the study of macroeconomics in an open economy. Topics include basic features of foreign exchange markets, the structure of the balance of payments accounts, and the effectiveness of macroeconomic policy under fixed and flexible exchange rates and varying degrees of capital mobility. The course also examines the evolution of the international financial system, the role of the IMF, the creation of the European Monetary Union and the recent financial crises in East Asia, Russia, and Brazil.

Prerequisite: 101 and 102
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ECON 214 Trade and Immigration

Lindauer

An introduction to international trade in theory and practice. Emphasis on the application of microeconomic principles in international economics. Topics to be covered include the debate over free versus fair trade; trade and the welfare of workers in developed and developing nations; the use of tariffs, quotas, and other instruments of protection; trade deficits; and the costs and benefits of international migration.

Prerequisite: 101 and 102
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ECON 215 Tax Policy

NOT OFFERED IN 2008-09. This course considers the role of taxation in the economy, focusing primarily on the United States federal tax system. The course studies how taxation affects economic efficiency, income distribution, capital formation, and microeconomic incentives. Major topics include the effects of the individual income tax, the corporate income tax, social security taxes, green taxes, and sales tax. The course will also examine possible tax reforms as well as the role of international tax incentives in a global economy.

Prerequisite: 101
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 220 Development Economics

Lucas

Survey and analysis of problems and circumstances of less developed nations. Examination of theories of economic growth for poor nations.

Review of policy options and prospects for low and middle income economies. Specific topics include: population growth, poverty and income distribution, foreign aid, and human resource strategies.

Prerequisite: 101, 102, 103 recommended.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ECON 222 Games of Strategy

Skeath

Should you sell your house at an auction where the highest bidder gets the house, but only pays the second-highest bid? Should the U.S. government institute a policy of never negotiating with terrorists? The effects of decisions in such situations often depend on how others react to them. This course introduces some basic concepts and insights from the theory of games that can be used to understand any situation in which strategic decisions are made. The course will emphasize applications rather than formal theory. Extensive use is made of in-class experiments, examples, and cases drawn from business, economics, politics, movies, and current events.

Prerequisite: 101. Permission of the instructor required.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 223 Personal Finance

Witte

What should you study? How should you invest? These questions require knowledge of both the law and economics of personal finance. The course offers a hands-on approach that uses real world prototypes. The earning, spending, investing and insuring decisions of the prototypes over the course of their lives provides the framework for class discussions. The course incorporates many of the latest developments in finance. It provides a way of thinking about personal finance that will be relevant even as the law and financial markets change.

Prerequisite: 101 and 103
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 225 Urban Economics

Case

Analysis of the location decisions of households and firms. Topics include real estate development and finance, housing markets and housing finance, real estate cycles, regional economics, problems of the inner city, discrimination in housing and credit markets, homelessness, and alternative public policy responses to urban problems. The course requires several projects involving fieldwork.

Prerequisite: 101
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 228 Environmental and Resource Economics

Scharber

This course considers the economic aspects of resource and environmental issues. After examining the concepts of externalities, public goods, and common property resources, we will discuss how to measure the cost and benefits of environmental policy, in order to estimate the socially optimal level of the environmental good. Applications of these tools will be made to air and water pollution, renewable and nonrenewable resources, and global climate. In addressing each of these problems we will compare various public policy responses such as regulation, marketable permits and tax incentives.

Prerequisite: 101
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ECON 232 Health Economics

NOT OFFERED IN 2008-09. An economic analysis of the health care system and its players: government, insurers, health care providers, patients. Issues to be studied include demand for medical care, health insurance markets, cost controlling insurance plans (HMOs, PPOs, IPAs), government health care programs (Medicare and Medicaid), variations in medical practice, medical malpractice, competition versus regulation, and national health care reform.

Prerequisite: 101
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 238 Economics and Politics

Johnson

Topic for 2008-09: U.S. Presidential Elections. This course will cover the economic issues that will be discussed in the upcoming U.S. presidential election. We will cover the economic forces and the stylized facts at work behind the major economic issues facing the electorate: health care, income security (welfare), job security, taxes, income distribution, Social Security, trade, and global warming. This course is about the economic analysis of the issues and not the politics of the issues. We will compare and contrast the two candidates' proposals on each of the most pressing economic issues, both in the short run and in the long run, and attempt, where possible, to put them in their proper historical perspective. Free trade or fair trade? Flat tax, fair tax, death tax? Cap and trade or carbon tax? Private accounts for Social Security or changes in the retirement age? Single payer health care with a mandate?

Prerequisite: 101 and 102
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 241 Poverty and Inequality in Latin America

McEwan

Survey of economic development in the Latin American region, focusing upon poverty and inequality and the data used to measure them. Topics to be covered include regional and national trends in poverty and inequality and the formulation and evaluation of social policies, especially in the areas of education and health. Work in the course will emphasize the interpretation and use of data.

Prerequisite: 101 and 103
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 243 The Political Economy of Gender, Race, and Class

NOT OFFERED IN 2008-09. An introduction to radical economic analysis of contemporary, globalizing capitalism. Analysis of race, class, and gender, and of their interconnections. Radical economic critiques of current neo-liberal economic policies. Study and critique of contemporary radical economic movements, including the environmental movement; the movements for socially responsible consumption, investment, business, and work; and the antiglobalization or globalization from below movement.

Prerequisite: 101 or 102 or permission of the instructor
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 250 Research or Individual Study

Prerequisite: Open by permission to students who have taken 101 and 102.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ECON 250H Research or Individual Study

Prerequisite: Open by permission to students who have taken 101 and 102.
Distribution: None
Semester: Fall, Spring Unit: 0.5

ECON 266 Long Run Economic Change in Africa

NOT OFFERED IN 2008-09. This course traces the development of African economies from before colonialization to the present day. The course considers why economic development in Africa has been so slow compared to other regions of the world, how European intervention on the continent affected economic dynamics in the twentieth century, and how HIV/AIDS is affecting labor markets and economic performance in the twenty-first century. Throughout the course we will try to understand the economic and social factors behind Africa's perennial economic malaise and why there are seemingly constant impediments to successful economic growth on the continent.

Prerequisite: 101 and 103
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 300 Mathematics for Economics

NOT OFFERED IN 2008-09. In this course, students will apply mathematical techniques in economic analysis. Students are expected to have a good knowledge of calculus and will be introduced to topics in linear algebra, differential equations, and static and dynamic optimization. Emphasis will be placed on economic applications including maximization decisions of consumers and producers, comparative statistics, phase diagram analysis of dynamic systems, and basic features of dynamic optimization.

Prerequisites: 201 and 202, MATH 205. MATH 206 recommended.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 301 Advanced Microeconomic Analysis

Skeath

Further development and application of the tools of analysis developed in 201 (Intermediate Micro). Students will study advanced topics in consumer and producer theory, particularly addressing the existence of risk, uncertainty, asymmetric information and non-competitive market structures. Other areas to be covered include general equilibrium analysis, game theory, and prospect theory.

Prerequisite: 201. MATH 205 recommended.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ECON 304 Seminar. New Institutional Economic History

NOT OFFERED IN 2008-09. This course will investigate the evolution of economic institutions throughout the world over the past

1,000 years. We will consider a broad range of institutional questions and use evidence from historical episodes in their analysis. How are effective trading rules created (evidence from the eleventh-century Maghribi traders)? How does a government become "credible" (evidence from seventeenth-century England)? Why have Blacks consistently earned less than Whites (evidence from nineteenth- and twentieth-century America)? What are the effects of governmental tampering with housing prices (evidence from early twentieth-century Hong Kong)?

Prerequisite: 201 and 203
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 306 Economic Organizations in U. S. History

Hilt

This course will use the insights of organization theory to analyze the development of the American economy. The main topics to be examined will include: the evolution of the American banking and financial system, and the institutional changes underlying each phase of its development; the contractual foundations of business organizations, and the choice between partnerships and the corporate form; the rise of big business and the great merger wave of the 1890s, and the legal changes that made these developments possible; and the regulatory innovations of the Securities and Exchange Commission in the1930s. The course will employ a variety of sophisticated theoretical and empirical methods in analyzing these developments, and will present them in comparative international perspective.

Prerequisite: 201, 202 and 203
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 310 Public Economics

Coile

This course explores the reasons for government intervention in the economy and the responses of households and firms to the government's actions. Economic models and empirical research are used to analyze tax policies and spending programs. Topics include the effect of taxes on savings and labor supply, externalities and public goods, and social insurance programs such as social security and unemployment insurance.

Prerequisite: 201 and 203
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ECON 311 Economics of Immigration

Butcher

This course examines the economic causes and consequences of international migration, both historically and in the present, with a focus on the U.S. experience. We explore changes in immigration law over time and the political debates surrounding immigration in the past and present. Topics include: the effect of immigrants on the wages of the native born, immigrants' use of welfare and other social services and immigrants' involvement in crime and their treatment in the criminal justice system. In each case, students will discuss the popular perception, the theory, and the empirical evidence, with a focus on the public policy alternatives for dealing with each issue.

Prerequisite: 201 and 203
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 312 Economics of Globalization

NOT OFFERED IN 2008-09. The process of globalization has aroused great controversy. This course examines the reasons for the integration across borders of the markets in goods and the factors of production, and the consequences of these trends. In the first part of the course we discuss the meanings, measurement and history of globalization. We then investigate the rationale and record of international trade, the immigration of labor and global financial flows. We examine issues related to international public goods, and the need for collective solutions to such global problems as pandemics and pollution. We also investigate the records of international governmental organizations.

Prerequisite: 201
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 313 Seminar. International Macroeconomics

Joyce

Theory and policy of macroeconomic adjustment in the open economy. Topics to be covered include models of exchange rate determination, the choice between fixed and floating exchange rates, monetary union, policy effectiveness in open economies under different exchange rate regimes, and adjustment to balance of payments disequilibria.

Prerequisite: 202 and 203
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ECON 314 Advanced International Trade

LeBrun

This course analyzes the causes and consequences of international trade. The theory of international trade and the effects of trade policy tools are developed in both perfect and imperfect competition, with reference to the empirical evidence. This framework serves as context for the consideration of several important issues: the effect of trade on income inequality, the relationship between trade and the environment, the importance the World Trade Organization, strategic trade policy, the role of trade in developing countries, and the effects of free trade agreements.

Prerequisite: 201
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ECON 318 Economic Analysis of Social Policy

NOT OFFERED IN 2008-09. This course uses economic analysis to evaluate important social policy issues in the U.S., focusing on the role of government in shaping social policy and its impact on individuals. Does welfare make people work less or have more children? Why is the teenage birthrate so high and how might it be lowered? How do fertility patterns respond to changes in abortion policy? Theoretical models and econometric evidence will be used to investigate these and other issues.

Prerequisite: 201 and 203
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 320 Economic Development

NOT OFFERED IN 2008-09. This course uses the United Nations' Millennium Development Goals as an organizing structure for its exploration of the determinants of living standards in the developing world. We will be looking at the achievement of these goals at the level of the region, nation, village, household and individual. Our study will be based in the recent empirical literature in the field, and will include both written work and oral presentations.

Prerequisite: 201 and 203
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 323 Finance Theory and Applications

Hilt

This course provides a rigorous treatment of financing and capital budgeting decisions within firms. Topics include: financial statement analysis; strategies and analytical methods for the evaluation of investment projects; capital structure and dividend policy decisions; risk, return, and the valuation of financial instruments; and management incentive structures. Risk management and the use of derivatives will also be considered.

Prerequisite: 201 and 203
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 324 Behavioral and Experimental Economics

Shurchkov

Why do people give to charity? What can be done to convince more people to save in retirement plans? This course explores these and other questions by introducing psychological phenomena into standard models of economics. Evidence from in-class experiments, real-world examples, and field and laboratory data is used to illustrate the ways in which actual behavior deviates from the classical assumptions of perfect rationality and narrow self-interest.

Prerequisites: 201 and 203
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ECON 325 Law and Economics

Witte

Economic analysis of legal rules and institutions. Application of economic theory and empirical methods to the central institutions of the legal system including the common law doctrines of negligence, contract, and property as well as civil, criminal, administrative procedure and family law. The course will contrast economic and noneconomic theories of law and will address the strengths and limitations of the economic approach to law.

Prerequisite: 201 and 203
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 326 Seminar. Methods of Education Policy Analysis

NOT OFFERED IN 2008-09. This course applies modern econometric methods and evaluation design to the analysis of contemporary issues in education policy. Methods include randomized experiments, regression-discontinuity analysis, and the use of panel data. Issues include school accountability, private school vouchers, and policies toward teacher labor markets. Students will conduct extensive empirical analysis of education data.

Prerequisite: 201 and 203
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 331 Seminar. Monetary Theory and Policy

NOT OFFERED IN 2008-09. The formulation of monetary policy and its theoretical foundations. This includes discussion of the latest developments in monetary theory, the money supply process, monetary autonomy in an open economy, and current procedures in the U.S. and other nations.

Prerequisite: 202 and 203
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 332 Advanced Health Economics

McKnight

This course applies microeconomics to issues in health, medical care, and health insurance. Emphasis is placed on policy-relevant empirical research. Topics include the impact of health insurance on health, the interaction between health insurance and the labor market, the government's role in health care, the economics of medical provider reimbursement, and the effects of medical malpractice policy.

Prerequisite: 201 and 203
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ECON 333 Economic Growth

Nabar

This course studies differences in living standards and economic growth across countries. It focuses on both the historical experience of countries that are currently rich and the process of catch-up among poor countries. Topics include the accumulation of physical and human capital, population growth, technological change, trade, geography, institutions, and inequality. Theoretical models and econometric evidence will be used to study these issues.

Prerequisite: 202 and 203
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 335 Seminar. Economic Journalism

NOT OFFERED IN 2008-09. Students will combine their knowledge of economics, including macro, micro and econometrics, with their skills at exposition, in order to address current economic issues in a journalistic format. Students will conduct independent research to produce weekly articles. Assignments may include coverage of economic addresses, book reviews, recent journal articles, and interviews with academic economists. Class sessions will be organized as workshops devoted to critiquing the economic content of student work. Enrollment limited to 10.

Prerequisite: 201, 202, and 203
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 343 Seminar. Feminist Economics

Matthaei

An exploration of the diverse field of feminist economics, which critically analyzes both economic theory and economic life through the lens of gender and advocates various forms of feminist economic transformation. Areas of focus include economic analysis of gender differences and inequality in the family and in the labor market; feminist critiques of current economic institutions and policies, and suggested alternatives; and feminist critiques of economic theory and methodology.

Prerequisite: 201, 202
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors who have taken 201 and 202; 203 strongly recommended; one 300-level elective recommended. 350 students will be expected to attend a weekly research seminar.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ECON 360 Senior Thesis Research

Students writing a senior honors thesis will be expected to attend a weekly research seminar.

Prerequisite: One 300-level course strongly recommended. By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ECON 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ECON 380 Economics Research Seminar

Weerapana

A seminar for senior Economics majors engaged in independent research. Students will learn about the use of empirical techniques in economics, including the opportunity to engage with the research of prominent economists who present their work at the Calderwood and Goldman seminars hosted by the Department. Students will also present and discuss their own research at weekly meetings. *Students may not accumulate more than 0.5 credit for this course. Mandatory credit/non-credit.*

Prerequisite: Limited to senior Economics majors doing independent research.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 0.5

Related Courses

Attention Called

MATH 115 Calculus I

MATH 203 Mathematical Tools for Economics and Finance (Summer School only)

Directions for Election

The Major in Economics

The economics major consists of a minimum of nine units. The major must include core coursework in microeconomics (ECON 101 and 201), macroeconomics (102 and 202), and statistics (103 and 203), as well as at least two 300-level units (ordinarily not counting 350, 360 or 370). A minimum of two 300-level courses must be taken at Wellesley unless a student has completed 300-level work in economics at MIT; in such a case, only one 300-level course needs to be taken at Wellesley.

Students who have completed MATH 220 or PSYC 205 need not complete ECON 103 but must take an additional economics elective to complete the major.

Choosing courses to complete the major requires careful thought. All majors should choose an advisor and consult him/her regularly. Students are also advised to consult the department handbook, which deals with a variety of topics including preparation in mathematics, desirable courses for those interested in graduate study in economics, and complementary courses outside economics. Calculus, along with several other mathematical tools, is central to the discipline. Beginning with students entering Wellesley in fall of 2007 one semester of mathematics at Wellesley at the level of 115 or above is required for all ECON 201, 202 and 203 sections. Students who entered the College in 2006 or before may fulfill the mathematics requirement with MATH 115 or its equivalent. We encourage students to consult a departmental advisor about whether additional mathematics courses might be desirable. Students interested in economics and its applications in international relations might want to consider the interdepartmental major in International Relations-Economics listed under International Relations in this Bulletin.

Honors in the Major

The department offers majors two programs for pursuing departmental honors. Under program I, students complete two semesters of independent research (360 and 370) culminating in an honors thesis. Under program II, a student completes one semester of independent research (350) related to previous 300-level coursework, and then submits to an examination in economics that includes the topic covered in her research project. Ordinarily, a student is expected to complete all of the core coursework and one 300-level course before enrolling in the honors program. Admission to the honors program requires students to have a GPA of 3.5 or higher in their economics courses above the 100 level. All honors candidates are expected to participate in the economics research seminar.

The Minor in Economics

The economics minor is recommended for students wishing to develop competence in economics in preparation for work or graduate study in area studies, business, international relations, law, public administration, public health, or other such professions. The minor consists of 101, 102 and 103, plus two additional 200-level units, ordinarily excluding 201, 202 and 203. A student wishing to add the economics minor to the major in another field should consult a faculty advisor in economics. Students who have completed MATH 220 or PSYC 205 need not complete ECON 103 but must take an additional economics elective to complete the minor.

Students are urged to supplement their major or minor program in economics with related courses from other disciplines in the liberal arts, such as history, mathematics, philosophy, political science, and sociology.

Credit for Other Courses

In order to obtain credit for any economics course taken at another institution during the summer or academic year, approval must be obtained in advance from the department's transfer credit advisor. In general, courses from two-year colleges will not be accepted at any level. Courses taken elsewhere normally will not be transferred at the 300 level. ECON 201, 202, and 203 ordinarily should be taken at Wellesley. Transfer students wishing to obtain transfer credit for economics courses taken prior to enrollment at Wellesley should contact the department's transfer credit advisor.

Advanced Placement and Exemption Examinations

Students who enter with Advanced Placement credit in microeconomics or macroeconomics may choose to repeat the courses covered by the AP credit (in which case the credit is forfeited) or proceed to the remaining half of the introductory sequence (for those with one unit of AP credit) or to a 200-level elective (for those with two units of AP credit). Students who have AP or IB credit in statistics should consult the department chair regarding enrollment in 103. We recommend seeking advice from the department on how to proceed, particularly for students contemplating a 200-level course in their first semester. AP credits do not count toward the minimum major or minor in economics.

Department of Education

Professor: *Beatty (Chair)*

Senior Lecturer: *Hawes, Speiser*

Visiting Lecturer: *Donahue-Keegan, Hong, Richards, Tutin*

Administrative Teaching Staff: *Miller*

Associate in Education: *Denis Cleary (History Teacher, Concord Carlisle High School); Jennifer Friedman (Coordinator for Curriculum and Instruction; Kindergarten Teacher, Lee Academy Pilot School, Boston); Reen Gibb (Science Teacher, Westwood High School); David Gotthelf (Newton Public Schools); Heather Haskell, (Elementary Teacher, Hunnewell School, Wellesley); Wendy Huang (MIT Teacher Education Program Manager); Inna Kantor London, (English Teacher, Framingham High School)*

Education is at the center of social and personal life. Its study is necessarily interdisciplinary. We offer a variety of courses, each one with its own distinct intellectual challenge, but all seeking to connect different points of view, whether the course is focused on urban education, school reform, diversity, policy, history, research, child welfare, or learning to teach. We invite students to try a single course (many different first courses are possible) and to consider one of the two minors we offer, the Education Studies minor and the Teacher Education minor.

EDUC 102/WRIT 125 Education in Philosophical Perspective
Hawes
This course is guided by questions such as: What is education? How do an individual's own efforts to make sense of the world and to guide her life relate to schools and academic work? To the diversity of experiences and cultures? What should the aims of education be? The focus will be on perspectives and processes of learning and teaching. We will use the works of earlier writers (for example, Confucius, Plato, and Dewey) and contemporary writers as starting points in our investigations. *This course satisfies the Writing 125 requirement and counts as a unit toward the Teacher Education or Education Studies minor. Includes a third session each week.*

Prerequisite: None. Open only to first-year students.
Distribution: Epistemology and Cognition
Semester: Spring Unit: 1.0

EDUC 117 Diversity in Education
Darer (Spanish), Richards
An introduction to issues in diversity and multicultural education. We will examine rationales for diversity and multicultural education and some of the effects of these policies. We will analyze implications of diversity for teaching and learning, and study the influences of race, ethnicity, gender, language, socioeconomic status, and religion on schools and school curricula, with a focus on tensions surrounding increasing diversity in American education.

Prerequisite: Open to first-year students only.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

EDUC 212 Seminar. History of American Education
Beatty
An intensive study of the role that education has played in American society and of the evolution of support and expectations for public schools. We will examine how schools have served the needs of immigrants, and students from different gender, racial, ethnic, social class, and religious backgrounds. We will focus on the education of teachers, the organization of urban school systems, the growth of high schools and preschools, and attempts to reform schools and the curriculum.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

EDUC 215 Understanding and Improving Schools
Hawes
Study of what goes into the making of good schools in a variety of settings, including urban public schools. Examination of what we mean by "a good school," in terms of both aims and practices, of how a school and its curriculum are experienced by its students, and of how a school's culture and social relationships are created. We will use case studies of different kinds of people working to improve schools, including teachers, principals, education advocates, and researchers. Fieldwork will be an integral part of the course.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

EDUC 216 Education and Social Policy
Beatty
An examination of education policy and of how it is formulated, implemented, and evaluated. We will study the development and interaction of policies at the federal, state, and local level, and trace the trend from law-driven to accountability-based school reforms. We will discuss major topics of debate in American education, including equal educational opportunity, school desegregation, school choice, bilingual education, special education, preschool education, and education standards and testing. Relevant field placement may be arranged as part of this course, especially for students wishing to fulfill requirements for teacher certification.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

EDUC 221 Museum Education and the Art Encounter
Miller (Davis Museum)
Study of the theory and practices of museum education, with a special focus on the museum-school relationship. Students will participate in the Davis Museum's education programs for schools, to examine the distinct learning environment of the museum and its role in society. How can the visual arts be engaged as a tool for teaching? What can children's responses to works of art tell us about the way they learn? Working directly with students in regional public schools and objects in the collections of the Davis Museum and Cultural Center, we will explore means of activating the educational role and mission of museums in society. Recommended for students who may wish to become involved

in volunteer opportunities in museum education programs as well as student teachers hoping to make effective use of museum resources in their future classrooms. *Not offered every year. Subject to Dean's Office approval.*

Prerequisite: At least one Education or Art course, or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Wintersession Unit: 0.5

EDUC 250 Research or Individual Study

Prerequisite: Permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 1.0

EDUC 250H Research or Individual Study

Prerequisite: Permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 0.5

EDUC 300 Teaching and Curriculum in Middle-School and High-School

Hawes

An intensive study of the knowledge and skills required in classroom teaching, including curriculum development, planning, instruction, testing, and assessment. We will focus especially on classrooms as learning environments and on teacher understanding of student academic development. Additional laboratory periods for teaching presentations and an accompanying field placement are required. *Note: Students should contact the instructor either before or soon after registration to plan their field placement.*

Prerequisite: One of 102, 117, 212, 215, 216, [218], PSYC [248], or MIT 11.124 or other approved course.
Distribution: Epistemology and Cognition
Semester: Fall Unit: 1.25

EDUC 302 Seminar. Methods and Materials of Teaching

Speiser, Hawes

Study and observation of teaching techniques, the role of the teacher, classroom interaction, and individual and group learning. Examination of curriculum materials and classroom practice in specific teaching fields. Students interested in working with middle- or high-school students should enroll in section 302-01; students interested in working with elementary-school students should enroll in section 302-02.

Prerequisite: 300 or 304 and by permission of instructor. Open only to students doing student teaching.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

EDUC 303 Practicum. Curriculum and Supervised Teaching

Speiser, Hawes

Observation, supervised teaching, and curriculum development in students' teaching fields throughout the semester. Attendance at an appropriate school placement required full-time, five days a week. *Mandatory credit/noncredit.*

Prerequisite: Students must apply to the Department for admission to this course in the semester before it is taken.
Corequisite: 302.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

EDUC 304 Curriculum and Instruction in Elementary Education

Speiser, Friedman, Haskell, Tutin

A seminar taught by a team of experienced teachers. This course focuses on curriculum development, planning, instruction, testing, and assessment in elementary school classrooms. Additional laboratory periods for teaching presentations and an accompanying field placement are required. *Note: Open to all students, mandatory only for those seeking elementary education certification; students should contact the instructor either before or soon after registration to plan their field placement.*

Prerequisite: Permission of instructor.
Distribution: Epistemology and Cognition
Semester: Fall Unit: 1.0

EDUC 305 Curriculum, Instruction, Assessment, and Special Needs in Elementary Education

Speiser, Friedman, Haskell, Tutin

A seminar taught by a team of experienced teachers. A continuation of EDUC 304, this course focuses on curriculum materials and instructional methods used in elementary school classrooms, and on various means for assessing elementary school students' performance and achievement. Strategies for behavior management for dealing with students with disabilities and special needs, and for working with parents and the community will also be addressed, along with other classroom issues.

Prerequisite: 304
Distribution: Epistemology and Cognition
Semester: Spring Unit: 1.0

EDUC 307 Classroom Ethnography and Discourse Analysis

Darer (Spanish)

NOT OFFERED IN 2008-09. Classroom culture is made up of interactions among teachers and students. These interactions can be analyzed through data collection and coding of different types of incidents and behaviors. In this course, students will learn ethnographic methods, including the use of video and audio recording, transcription, domain analysis, and other research techniques to construct and present a portrait of the teaching and learning opportunities in individual classrooms. We will take a close look at how ethnicity, gender, and socioeconomic status are reflected in patterns of classroom talk and how these variables influence student learning.

Prerequisite: One course in education, PSYC 248, or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

EDUC 308 Seminar. World Languages Methodology

Renjilian-Burgy (Spanish)

NOT OFFERED IN 2008-09. A course in the pedagogical methods of foreign languages intended to apply to any foreign language and to teaching English as a Second Language; emphasizes the interdependence of the four language skills—listening, speaking, reading, writing; introduces students to a theoretical study of linguistic and psychological issues necessary to evaluate new ways of presenting language material. This seminar will focus on selected texts and readings on the methodology of world-language teaching.

Prerequisite: Open to sophomores, juniors and seniors.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

EDUC 310 Seminar. Child Literacy and the Teaching of Reading

Tutin, Speiser

An examination of how children learn to read, acquire reading, writing, and oral language skills, and how this relates to cognition. We will focus on current research and practice in literacy development for elementary-aged children. Oral language, reading processes, assessment using a variety of techniques, phonemic awareness, phonics, and comprehension strategies will be addressed through lectures, readings, study of literacy materials, and a weekly field placement experience. We will study reading instruction across content areas and the transition from learning to read to reading to learn. Emphasis will be placed on understanding the application of this information for developing teaching strategies that address the needs of a diverse population of learners, including students at-risk, second-language learners, and students with special needs. This course is structured to support students pursuing elementary student teaching licensure.

Prerequisite: Open to sophomores, juniors, and seniors.
Distribution: Epistemology and Cognition
Semester: Fall Unit: 1.0

EDUC 312 Seminar. History of Childhood and Child Welfare

Beatty

An examination of the construction of childhood as a social concept and of changes in concepts of childhood in America, of the family, and of the emerging role of the state in assuming responsibilities for child rearing, education, and child welfare. We will study the history of how institutions and social policies have attempted to shape the lives of children of differing genders, economic, racial, cultural, and ethnic backgrounds; the impact of media; and the development of children's material culture.

Prerequisite: Open to sophomores, juniors, and seniors.
Distribution: Historical Studies
Semester: Fall Unit: 1.0

EDUC 313 Seminar. Social, Emotional, and Civic Learning in Schools

Donahue-Keegan

This seminar will examine how social, emotional, and academic learning are intertwined; how social-emotional learning is correlated with civic participation and responsibility; and how educators have a critical role in the promotion of such competencies in K-12 schools. We will study the connection between social-emotional skills and school climate and explore distinguishing developmental features of social, emotional, and civic learning at the elementary, middle, and high school level. We will look at evidence-based, social-emotional practices and programs in a range of urban and suburban schools.

Prerequisite: One 100 or 200 level course in Education
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

EDUC 314 Learning and Teaching Mathematics: Content, Cognition, and Pedagogy

Speiser, Taylor (Quantitative Reasoning), Polito (Quantitative Reasoning), Haskell

An examination of how adults and elementary-school students learn basic mathematics content, specifically: number and operations, functions and algebra, geometry and measurement, and statistics and probability. We will simultaneously study our own cognition as we learn mathematical concepts and principles, children's cognition as they learn mathematics, and how mathematics can be taught to children in classroom settings. Taught by a team of Wellesley College faculty with backgrounds in mathematics, quantitative reasoning, and education, and a school mathematics specialist and teacher. Fieldwork is required.

Prerequisite: One Education or Mathematics or Quantitative Reasoning course
Distribution: Epistemology and Cognition
Semester: Fall Unit: 1.0

EDUC 320 Observation and Fieldwork

Hawes, Speiser

Observation and fieldwork in educational settings. This course may serve to complete the requirement of documented introductory field experiences of satisfactory quality and duration necessary for teacher certification. Arrangements may be made for observation and tutoring in various types of educational programs; at least one urban field experience is required. *Mandatory credit/noncredit.*

Prerequisite: 300 or 304. Open only to students who plan to student teach. Permission of the instructor required.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

EDUC 325 English as a Second Language for Asian Language Speakers: Pedagogy, Theory, and Practice

Han

An intensive study of the pedagogy of English as a Second Language. Through readings, classroom activities, and observation, we will examine how to teach English to speakers of other languages, especially to students whose first language is an Asian language. Taught by an experienced classroom teacher and lecturers from different language and cultural backgrounds, this seminar will provide an introduction to English as a Second Language theory and teaching practices and an examination of how culture, especially Chinese, Korean, and Japanese culture, affects second language learning. Fieldwork in a language teaching program is required.

Prerequisites: Open to sophomores, juniors, and seniors.
Distribution: Epistemology and Cognition
Semester: Spring Unit: 1.0

EDUC 334 Seminar. Education, Immigration, and Social Mobility

Richards

This seminar examines in depth the extent to which race, ethnicity, and social class shape immigrants' educational and economic trajectories. We will read and analyze accounts of immigrants' experiences in public schools, sample research on immigration and education, and critique conventional wisdom regarding immigrant success in American society. We will explore differences in the educational outcomes of older and newer immigrants and take a close look at why some groups of Asian, Latino, and West Indian origin might be more successful in school, and thus in the labor market, than others. We will examine prospects for social mobility and develop detailed case studies on different immigrant groups.

Prerequisites: One course in Education. Open to sophomores, juniors, and seniors.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

EDUC 335 Seminar. Urban Education

Hong

An intensive examination of urban education reform and urban schools, with emphasis on how the context of cities affects education and on some of the challenges faced by urban teachers, students, and parents, such as poverty, race- and class-based segregation, linguistic barriers, immigration, and inequities in school quality. Using a case study approach, we will focus on economic, political, social, and cultural aspects of urban education, including the reproduction of inequality, school governance, parent involvement, the relationship between schools and communities, and urban teacher education. Fieldwork in an urban setting is required.

Prerequisites: 212, 215, or 216
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

EDUC 339/POL1 339S Seminar. The Politics of Urban Public Schools

Rich (Political Science)

NOT OFFERED IN 2008-09. This seminar examines recurrent issues in public school management and governance. Critical questions include the changing demographics of inner-city schools, the evolving role of school boards, big city mayors, urban superintendents, teachers unions, and school finance. We will discuss alternatives to public schools (parochial, private, and charter schools), high-stakes testing, and district-state relations. The seminar will also analyze the increasing intervention of state and federal governments in local school administration and the role of the courts in curriculum controversies, student life, and security. *Students may register for either EDUC 339 or POL1 339S and credit will be granted accordingly.*

Prerequisite: One 200-level Education course or one 200-level American politics course.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

EDUC 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission of instructor.
Distribution: None
Semester: Fall, Spring Unit: 1.0

EDUC 350H Research or Individual Study

Prerequisite: By permission of instructor.
Distribution: None
Semester: Fall, Spring Unit: 0.5

Related Courses

For credit towards the Teacher Education and Education Studies minor.

AMST 101 Introduction to American Studies
ECON 326 Seminar. Methods of Education Policy Analysis
POLI 212 Urban Politics
POLI 315 Public Policy and Analysis
PSYC 207 Developmental Psychology
PSYC 208 Adolescence
PSYC 326 Seminar. Child and Adolescent Psychopathology
PSYC 333 Clinical and Educational Assessment
QR 180 Statistical Analysis of Education Issues

Directions for Election

The education department offers two minors (but no major), one in Teacher Education and one in Education Studies. The minors offer opportunities to explore teaching and education, from the perspective of a classroom teacher or as a field of study. Students may choose to focus on urban education within either minor.

Teacher Education

We prepare teachers to teach in a variety of urban and suburban schools with diverse students. Grounded in the liberal arts, each Wellesley or MIT student in our program receives careful individual attention in the process of discovering how her/his own special gifts can be used in the challenging work of teaching. Our students take introductory courses in educational philosophy, history, or policy, and then do course work in curriculum, instruction, and assessment, and specific methods for teaching reading and elementary school subjects or middle and high school subjects, along with doing fieldwork which may be done in urban and suburban settings, including tutoring and other types of educational programs, and student teaching, which may be done in urban and suburban schools.

Students who wish to be licensed to teach high school (grades 8-12), middle school (grades 5-8), or elementary (grades 1-6) should obtain the Department's description of the requirements. Generally, the program requires students to take specific subject-matter courses within their teaching fields along with four to seven education and psychology courses, two of which are the student teaching practicum (303) and accompanying seminar (302). If students are not able to register for required introductory courses, they should consult with the Department about alternatives.

In addition, teacher certification requires fieldwork prior to student teaching. Students enrolled in EDUC 303 (Practicum) may register for EDUC 320, but are not required to do so.

We encourage you to talk with us to learn about program options. Early planning is preferable, but we will also be glad to discuss teaching program possibilities with you at any point. Students may register for a minor beginning in the spring of the sophomore year, but a minor is not required for teacher licensure. With the exception of 302, 303, and 320 the Department's courses are designed for all students, not simply those planning a career in public or private school teaching.

The Teacher Education minor consists of: (A) One of 102 or [115] or 117 or 212 or 215 or 216 or 313 or 325 or 334 or 335, or MIT 11.124 or other approved course; (B) One of PSYC 207 or 208, and (C) 300, 302, and 303. For students seeking elementary certification, 304, 305, 310, and 314 are required instead of 300.

Education Studies

We also offer courses that extend students' knowledge of education as a field of study. Students in Education Studies may wish to examine the origins of education and child welfare practices, the role of schools in society, school reform, questions of educational theory or research, and the relation of education to social problems more generally. Students may structure the minor to include one or two courses in other fields, including American studies or the economics, history, politics, sociology, or psychology of education as listed below.

Students interested in urban education should take courses in education policy, improving schools, or history of education, all of which deal to some extent with urban issues; courses on the politics of urban public schools, urban education, and immigrants and education; and, if possible, courses on diversity and multicultural education. Courses on child literacy and teaching mathematics may be helpful for students considering going into urban education. Students interested in education policy should take some of these same courses and may want to take courses in the Economics and Political Science Departments and Quantitative Reasoning Program which deal with policy more broadly. For both urban education and education policy, fieldwork in a school or tutoring program is highly recommended.

The Education Studies minor consists of five courses chosen from:
For students who entered prior to the fall of 2008: EDUC 102, [115], 117, 212, 215, 216, 221, 300, [301], 307, 312, 313, 314 [EDUC 315/AFR 315], 325, 334, 335 and EDUC 339/POL1 339S. However, AMST 101, ECON 326, or QR 180 may be substituted for two of these courses. At least one 300-level education course must be included.

For students entering in the fall of 2008 and later: (A) two of 212 or 215 or 216; and (B) three of EDUC 102, 117, 221, 307, 308, 310, 312, 313, 314, 325, 334, 335, or EDUC 339/POL1 339S, with possible substitution of two of AMST 101, ECON 326, QR 180, POLI 212 or 315, or PSYC 207, 208, 326, or 333. *Note: Not all of these courses are offered every year; some may be limited to majors in these fields.* At least one 300-level education course must be included.

Title II Information
As required by Title II of the Higher Education Act of the United States, we provide the following information. The number of students enrolled in our state-approved teacher education programs during academic year 2006-2007 was 22. The number of these students who continued into student teaching was 22. The number who completed all requirements of the program was 20. The student/faculty ratio for supervised student teaching was 5.5:1. The average number of required hours of student teaching is 360 (12 weeks of at least 30 hours per week). The minimum required is 300.

The pass rates for our students on the Massachusetts Tests for Education Licensure are: 1.) Basic skills: a.) Reading 100%; b.) Writing 100%; Basic skills aggregate (a & b. combined) 100%; 2.) Academic content areas: Aggregate 100%. Summary (1. & 2. Combined) pass rate 100%. Please note that these tests are not required for completion of our program, because many candidates seek licensure only in other states.

Department of English

Professor: *Bidart, Sabin, Cain, Peltason, Rosenwald, Lynch (Chair), Shetley, Meyer*

Associate Professor: *Tyler*[A2], *Brogan, Hickey, Ko, Lee, Noggle, Rodensky*

Assistant Professor: *Ford, Wall-Randell, Chiasson*

Newhouse Visiting Assistant Professor: *Channer*

Senior Lecturer: *Sides, Cezair-Thompson*

Director of Creative Writing: *Sides*

Honors Coordinator: *Brogan*

English, as a discipline, stresses the intensive study of writers and their works in literary, cultural, and historical contexts. It is keyed to the appreciation and analysis of literary language, through which writers compose and organize their poems, stories, novels, plays and essays. We offer a wide range of courses: introductory courses in literary skills, more advanced courses in influential writers, historical periods, and themes in English, American, and world literatures in English, and numerous courses in creative writing, including screenwriting and creative non-fiction.

Our course offerings strike a balance between great authors of past centuries and emerging fields of study. We teach courses on writers such as Shakespeare, Milton, Jane Austen, and James Joyce, and on Asian-American literature, writers from the Indian subcontinent, and film. We stress analysis and argument in paper-writing, critical thinking, and literary research, and we foster and develop a deep, complex, passionate response to literature.

ENG 112 Introduction to Shakespeare
Ko
Shakespeare wrote for a popular audience and was immensely successful. Shakespeare is also universally regarded as the greatest playwright in English. In this introduction to his works, we will try to understand both Shakespeare's popularity and greatness. To help us reach this understanding, we will focus especially on the theatrical nature of Shakespeare's writing. The syllabus will likely be as follows: *Romeo and Juliet, A Midsummer Night's Dream, Twelfth Night, Othello, King Lear,* and *The Winter's Tale.*

Prerequisite: None. Especially designed for the non-major and thus not writing-intensive. It does not fulfill the Shakespeare requirement for English majors.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Spring Unit: 1.0

ENG 113/CPLT 113 Studies in Fiction

Topic A: The World of Fiction
Ko
A journey into worlds of fiction that range from grimy and scandalous to fantastic and sublime. As we enter wildly different fictional worlds, we will also think about how those worlds illuminate ours. The syllabus will likely include Francois Rabelais' *Gargantua and Pantagruel,* Charlotte Brontë's *Jane Eyre,* Bram Stoker's *Dracula,* Fyodor Dostoyevsky's *Crime and Punishment,* Richard Wright's *Native Son,* Isak Dinesan's short story "Babette's Feast," and Gish Jen's contemporary novel *The Love Wife. Students may register for either ENG 113 or CPLT 113 and credit will be granted accordingly.*

Prerequisite: None. Especially intended for non-majors and thus not writing-intensive.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

Topic B: Fantastic Fictions
Sides
When fiction blurs or crosses the line between our "real" world and "other worlds," the reader (as well as the narrator or main character) has entered the realm of "the fantastic," a genre that (broadly interpreted) contains "the uncanny," "the supernatural or ghost story," and "science fiction." We will read "fantastic" novels and short fiction by nineteenth-century, twentieth-century, and twenty-first century masters from Europe, Japan, North and South America. Taught primarily in lecture, this course will not be writing-intensive. *Students may register for either ENG 113 or CPLT 113 and credit will be granted accordingly.*

Prerequisite: None. Especially recommended to non-majors.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 114 Masterworks of American Literature
NOT OFFERED IN 2008-09. American literature contains an astonishing myriad of voices and forms. This course introduces students to highlights and countercurrents of the American tradition. Featuring guest lectures from faculty members in the English Department, the course will span the colonial period to the present. We will read fiction, essays, drama, poetry, and autobiography, devoting time to the "greats" whom students may have already encountered, and to lesser known and more recent authors. The reading list likely will include: Rowlandson, Native American stories and myths, Emerson, Melville, Douglass, Whitman, Dickinson, Twain, Fitzgerald, Hughes, Hurston, Wharton, Faulkner, Williams, Ginsberg and the Beats, Plath, contemporary Asian-American and Hispanic poets, and Morrison—and creative writers on Wellesley's own faculty. Films, music, and visual arts will also figure prominently in the course.

Prerequisite: None. Especially recommended to non-majors.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ENG 120 Critical Interpretation
Bidart, Shetley, Brogan, Chiasson, Sabin
A course designed to increase power and skill in critical interpretation by the detailed reading of poems and the writing of interpretive essays.

Prerequisite: None. Primarily designed for, and required of, English majors. Ordinarily taken in first or sophomore year.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

ENG 120/WRIT 125 Critical Interpretation
Rosenwald, Wall-Randell, Fisher (American Studies), Hickey
A course designed to increase power and skill in critical interpretation by the detailed reading of poems and the writing of interpretive essays. *This course satisfies the WRIT 125 requirement and the critical interpretation requirement of the English major. Includes a third session each week.*

Prerequisite: None. Open only to first-year students.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

ENG 122/WRIT 125 Narrative Theory

Lee

How are stories put together? How do they create the sense that they are told from a distinct perspective? How do they create anticipation and retrospection? How do we distinguish the telling from the tale? This course offers an introduction to narrative theory, or theories that explain the devices and structures that stories use in order to make meaning. We will read excerpts from major works of narrative theory (Bal, Genette, Barthes), and we will explore how their concepts yield a better understanding and appreciation of short stories (as well as novels). Authors may include Balzac, Joyce, Conrad, and Faulkner. Please note that this is not a creative writing course. *This course satisfies the WRIT 125 requirement. Counts as a unit toward the English major. Includes a third session each week.*

Prerequisite: None. Open only to first-year students.
Distribution: Language and Literature or Religion, Ethics, and Philosophy
Semester: Spring Unit: 1.0

ENG 150/PHIL 150 First Year Colloquium in Literature and the History of Ideas

A team-taught interdisciplinary seminar for first-year students that brings the perspectives of such disciplines as philosophy, psychology, and history to bear on the traditional study of literature.

Topic A for 2008-09: George Eliot and the Philosophical Novel

Rodensky and deWarren (Philosophy)

This course examines the ways in which philosophy finds expression in literature and literature finds significance in philosophy. The focus of this examination will be the work of the great Victorian novelist George Eliot and the major philosophical ideas and texts that influenced her, including the work of Spinoza, Feuerbach and J. S. Mill (among others). We will discuss these philosophical texts separately and in detail, and consider how Eliot refashioned them in the context of two of her novels, *The Mill on the Floss* and *Middlemarch.* As part of our interdisciplinary interest, we will reflect on the basic categories of the "literary" and the "philosophical," asking what it means to read novels "as philosophy" and to read philosophy "as literature." *Students may register for either ENG 150 or PHIL 150 and credit will be granted accordingly.*

Prerequisite: None. Open only to first-year students.
Distribution: Language and Literature or Religion, Ethics, and Moral Philosphy
Semester: Fall Unit: 1.0

ENG 150 First Year Colloquium in Literature and the History of Ideas

A team-taught interdisciplinary seminar for first-year students that brings the perspectives of such disciplines as philosophy, psychology, and history to bear on the traditional study of literature.

Topic B for 2008-09: Estranged Bedfellows of Literary History: Chaucer and Shakespeare

Ko and Lynch

This team-taught course will complicate the model of literary history that locates Chaucer and Shakespeare firmly on different sides of a bright historical line between the Middle Ages and the Renaissance. Even in comparison to other Renaissance writers, Shakespeare was deeply interested in medieval topics, as can easily be seen in tragedies such as *Macbeth* and *King Lear.* Chaucer, on the opposite side of the medieval/modern divide, was uncannily modern and cosmopolitan, not only reformist-minded in religious matters but also fascinated by philosophical paradox and interested in representing new modes of subjectivity in his poetry. Likely readings include the Merchant's Tale and Franklin's Tale from the *Canterbury Tales* and selections from Chaucer's romantic poem *Troilus and Criseyde,* sometimes called the first novel in the English language, alongside Shakespeare's much darker *Troilus and Cressida* and *Romeo and Juliet,* concluding with Shakespeare's magnificent late romance *The Tempest.*

Prerequisite: None. Open only to first-year students.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 202 Poetry

Bidart

A workshop in the writing of short lyrics and the study of the art and craft of poetry. *Enrollment limited to 15 students. Mandatory credit/noncredit. Students who have taken this course once may register for it one additional time.*

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 203 Short Narrative

Cezair-Thompson, Channer, Sides

A workshop in the writing of the short story; frequent class discussion of student writing, with some reference to established examples of the genre. *Enrollment limited to 15 students. Mandatory credit/noncredit. Students who have taken this course once may register for it one additional time.*

Prerequisite: None
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

ENG 204 The Art of Screenwriting

Channer, Cezair-Thompson

A creative writing course in a workshop setting for those interested in the theory and practice of writing for film. Ms. Cezair-Thompson's course focuses on the full length feature film, both original screenplays and screen adaptations of literary work. Mr. Channer's course will explore the theory and practice of character development, story design, and screenplays of varying lengths created by established artists; discussion will center on short original screenplays generated by workshop members. *Enrollment limited to 15 students. Mandatory credit/noncredit. Students who have taken this course once may register for it one additional time.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall, Spring Unit: 1.0

ENG 205 Writing for Children

Meyer

What makes for excellence in writing for children? When Margaret Wise Brown repeats the word "moon" in two subsequent pages—"Goodnight moon. Goodnight cow jumping over the moon"—is this effective or clunky? What makes rhyme and repetition funny and compelling in one picture book (such as Rosemary Wells's *Noisy Nora*) but vapid in another? How does E.B. White establish Fern's character in the opening chapter of *Charlotte's Web*? What makes Cynthia Kadohata's *Kira-Kira* a novel for children rather than adults—or is it one? In this course, students will study many examples of children's literature from the point of view of writers and will write their own short children's fiction (picture book texts, middle-reader or young adult short stories) and share them in workshops. *Enrollment limited to 15 students. Mandatory credit/noncredit.*

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 206/WRIT 225 Nonfiction Writing

ENG 206/WRIT 225 is a changing topics writing workshop that will each year take up a particular non-fiction writing genre. Open to all students who have fulfilled the Writing 125 requirement; please note that this course is not intended as a substitute for Writing 125. *Enrollment limited to 15 students. Mandatory credit/noncredit.*

Topic A for 2008-09: Travel Writing

Sides

If you have taken a trip lately--junior year abroad, summer vacation, spring break--or look back fondly or in horror at a family road trip, come write about your travels! We will be studying the genre of the literary travel essay (as distinguished from the more journalistic travel writing in newspaper travel sections) and writing our own travel narratives. The course will focus on the essentials of travel writing: evocation of place, a sophisticated appreciation of cultural differences, a considered use of the first person (remember, travel narratives are closely related to the genre of memoir), and basic strong writing skills.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

Topic B for 2008-09: Reviewing the Arts

Shetley

The best reviewing enriches our understanding of particular artworks, and helps to frame the expectations with which we approach new aesthetic experiences. In this course, students will write numerous reviews of new works, and study reviews by the best practitioners of the art. We will discuss one another's writing, workshop-style, but will also use the Internet to extend our audience beyond the classroom and the campus. The course will be flexibly structured so that students can focus on the medium (fiction, poetry, film, music, television, visual art, dance, etc.) about which they are most passionate.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 213 Chaucer

NOT OFFERED IN 2008-09. Feminist, misogynist, heretic, moralist, progressive, reactionary—these are some of the conflicting labels that have been applied to Geoffrey Chaucer, enigmatic father of English poetry. This course will study Chaucer in his many incarnations, as courtly love poet, religious homilist, and bawdy prankster in the *Canterbury Tales* and selected shorter poems.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ENG 220/CPLT 220 Introduction to Comparative Literature

Hickey

Topic for 2008-09: Languages of Lyric. A study of poems from diverse cultural, national, and linguistic traditions, to be read in translation and where possible in the original. The course features translation in the literal sense and as a metaphor. Is poetry "lost in translation"? Is "all poetry translation"? We'll examine various poetic translations and crossings: from one language to another; from inspiration to print; from poet to text to reader; from literal to figurative; from one time, place, culture, or realm to another; from one aesthetic form to another. We'll look at poetic responses to visual art, hear music and words crossing in song, and compare the languages of these sister arts. Choice of critical and creative writing options. Guest lectures by members of Wellesley's humanities faculty. *Students may register for either ENG 220 or CPLT 220 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 222 Renaissance Literature

Wall-Randell

A survey of sixteenth-century literature with an emphasis on poetry. In addition to lyric poems spanning the century, epic poetry by Spenser (Book 3 of *The Faerie Queene*) and Marlowe, and a play, the course will include early prose fiction about continental travel and London's criminal underworld.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 223 Shakespeare Part I: The Elizabethan Period

Cain, Ko

The formative period of Shakespeare's genius: comedies such as *A Midsummer Night's Dream* and *The Merchant of Venice*, histories such as *Richard II* and *Henry IV* (Part I); and tragedies such as *Julius Caesar* and *Hamlet*. We will undertake detailed study of Shakespeare's poetic language and will examine the dramatic form of the plays and the performance practices of Shakespeare's time. We will also explore important themes, ranging from gender relations and identities to national self-consciousness. The viewing and analysis of contemporary performances and films will be integrated into the work of the course.

Prerequisite: 120 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall Unit: 1.0

ENG 224 Shakespeare Part II: The Jacobean Period

Peltason

The great tragedies and the redemptive romances from the end of Shakespeare's career, chosen from among *Troilus and Cressida, Measure for Measure, Othello, King Lear, Coriolanus, Antony and Cleopatra, Cymbeline, The Winter's Tale,* and *The Tempest*. While considering thematic concerns ranging from gender relations to the meaning of heroism, particular focus will fall on tragic form and its transformation in the romances. Extensive attention will be paid to theatrical practices, Shakespearean and contemporary, aided by the viewing of stage performances and film adaptations.

Prerequisite: 120 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Spring Unit: 1.0

ENG 225 Seventeenth-Century Literature

NOT OFFERED IN 2008-09. Seventeenth-century literature is nothing if not passionate: its poems, plays, and prose brim with rapturous eroticism, ecstatic religious devotion (often both at once), murderous rage, dizzying intellectual fireworks. This period was also a radically experimental one in British history, in which the nation tried out a new form of government and philosophers offered new ways of investigating the world. Among other texts, we'll read the intricate "Metaphysical" poetry of Donne, Herbert, Marvell, and Vaughan; the satiric, gender-bending urban comedies of Jonson; the tragedies of Webster, whose female characters are the greatest in Renaissance drama after Shakespeare's; the meditations of Bacon and Burton; and the fiction of Wroth, Behn, and Cavendish, women writers who paved the way for the novel.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ENG 227 Milton

Noggle

Milton helped set the standard of literary power for generations of writers after him. His epic *Paradise Lost* exemplifies poetic inspiration, sublimity, creativity, originality, and unconventionality, offering a richness of meaning and emotion that seems to provoke violently incompatible interpretations, even radical uncertainty about whether his work is good or bad. This course will focus on how this poem challenges and expands our views of God, evil, heroism, Hell, good, Heaven, pain, bliss, sex, sin, and failure in startling ways. We will consider Milton as the prototype of a new kind of poet who pushes meaning to its limit, from his early writings, to *Paradise Lost*, to *Paradise Regain'd* at his career's end, and sample the range of critical responses his poetry has elicited.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 234 Restoration and Eighteenth-Century British Literature

Noggle

Eighteenth-century literature is a great source of British humor. This course will survey major writers, including Pope, Swift, Fielding, Sterne, and Johnson, all (in different ways) screamingly and often disturbingly funny. Their texts exemplify the contradictory qualities British humor typically comprises—its wild exaggerations and dry wit, silly exuberance and cutting social criticism, eccentricity and cool detachment. We will also consider humor in a larger sense: the notion of character and personality these writers developed, and connections between it and evolving gender, economic, political, and cultural relations in the period. Beyond merely amusing, the personalities unfolded in this literature are introspective and unsettled, skeptical and devout, sociable and sensitive, ambitious and curious, and help give the eighteenth century its distinctive flavor.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 241 Romantic Poetry

Hickey

Emphasis on the great poems of six fascinating and influential poets: Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats. As time allows, we'll read women poets of the period: Anna Barbauld, Mary Robinson, Dorothy Wordsworth, and Felicia Hemans. We'll consider such Romantic ideas and themes as imagination, feeling, originality, the processes of cognition and creativity, the correspondence between self and nature, the dark passages of the psyche, encounters with otherness, altered states of being, mortality and immortality, poetry and revolution, Romanticism as revolt, the exiled hero, love, sexuality, gender, the meaning of art, and the bearing of history. Open to students at all levels of familiarity with poetry.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 245 Dead or Alive: The Object of Desire in Victorian Poetry

NOT OFFERED IN 2008-09. Victorian poems stand among the most memorable and best-loved in all of English verse: they're evocative, emotionally powerful, idiosyncratic, psychologically loaded, intellectually engaged, daring, inspiring, and bizarre. We'll study Tennyson, the Brownings, Emily Brontë, the Rossettis, Arnold, Hopkins, and Hardy, with attention to their technique and place in literary history. Themes will include the power and limits of language, tradition and originality, love and sexuality, gender roles, the literary expression of personal crisis, religious faith and doubt, evolution, industrialism, and the role of art. Supplementary prose readings and forays into art history will illuminate literary, aesthetic, and social contexts, particularly those surrounding the Woman Question, female authorship, and representations of female figures. Pre-Raphaelite slides, Special Collections visit, viewing of Wilde's *Importance of Being Earnest*.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ENG 251 Modern Poetry

Bidart

The modernist revolution in twentieth-century poetry, emphasizing its achievements and deep divisions. Poets to be studied include Yeats, Eliot, Pound, Frost, Stevens, Williams, and Moore.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 253 Contemporary American Poetry

Chiasson

Six or eight out of the following poets will be discussed in light of poetry's evolving place in American culture: Elizabeth Bishop, Robert Lowell, Sylvia Plath, Frank O'Hara, John Ashbery, James Schuyler, James Merrill, A.R. Ammons, Rita Dove, Frank Bidart, Louise Gluck, Jorie Graham, Susan Howe, James McMichael, Caryl Phillips, Henri Cole.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 262 American Literature to 1865

NOT OFFERED IN 2008-09. A study of the first great period of American literature, from the 1830s through the Civil War. Prominent themes: freedom and slavery, nature and society, literature and politics, the development of distinctively American modes of writing. Principal authors: Frederick Douglass, Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, Harriet Beecher Stowe, Emily Dickinson, Walt Whitman, and Herman Melville (including all of *Moby-Dick*). Opportunities for both critical and creative work.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ENG 266 American Literature from the Civil War to the 1930s

Meyer

A selection of literature from the period between the Civil War and the Great Depression, tracing the trajectory of American fiction from realism to high modernism. Emphasis on the ways that these texts invite and respond to questions about economics, social justice, sexual politics, and the role of literature in society. Attending closely to nuances of authorial style, classroom discussion will also consider each work in light of the ongoing debate between realism and formalism in art. Authors to be read will likely be drawn from the following: Twain, James, Crane, Roth, Chesnutt, Chopin, Dreiser, Wharton, Gilman, Stein, Anderson, Toomer, Yezierska, Fitzgerald, Hemingway, Faulkner, Wright, and Hurston.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

Special Topic: American Literature and Social Justice

Rosenwald

A study of American fictions, plays, songs, and films dealing with questions of justice in the relations between races, ethnic groups, genders and classes. General discussion of the relations between justice and literature, specific discussion of what particular works suggest about particular social questions. Possible authors and works: Harriet Beecher Stowe, *Uncle Tom's Cabin*; Edward Bellamy, *Looking Backward*; Charlotte Perkins Gilman, *Herland*; Upton Sinclair, *The Jungle*; Marc Blitzstein, *The Cradle Will Rock*; literature dealing with the Sacco and Vanzetti case; poems by Langston Hughes, Edna St. Vincent Millay, Muriel Rukeyser, Robert Lowell; memoirs by Jane Addams and Dorothy Day; John Steinbeck, *Grapes of Wrath*; poems and drawing and photographs from the Japanese internment camps; songs by Joe Hill and Woody Guthrie.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 267 American Literature from the 1940s to the Present

Peltason, Ford

American literature from World War II to the present. Consideration of fiction, poetry, memoirs, essays, and films that reflect and inspire the cultural upheavals of the period. Possible writers to be studied include: Mailer, Morrison, Pynchon, Lowell, Bishop, Ginsberg, Burroughs, Nabokov, Ellison, Carver, Kingston, Roth, O'Connor, DeLillo, Salinger, Morrison, Schwartz, DeRosa, Smiley, Keller, McDermott, Lahiri, and Sparks.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

ENG 269 Asian American Literature

Lee

We will be reading novels and short stories by Asian American writers, including Maxine Hong Kingston, Joy Kogawa, Ha Jin, Susan Choi, Wang Ping, Fae Ng, and Jhumpa Lahiri. Looking at works from the 1930s to the present moment, we will focus on themes of travel, mobility, arrivals and departures. What defines homelessness? What constitutes a home? When and where does a feeling of ordinariness or the everyday arise? And how do the experiences of male and female immigrants compare with each other? These are only some of the questions that we will consider as we explore this rich and exciting body of literature.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 270 Experiencing London Then and Now

NOT OFFERED IN 2008-09. This Wintersession course examines how people self-consciously experienced the city of London in the eighteenth century, and how we experience it today. Walking, watching, getting lost in crowds and experimenting with identity were crucial then, as we see in writers ranging from James Boswell to Frances Burney, and remain important today, despite obvious changes in London's scale and organization. We will read works by Addison, Boswell, Gay, Burney, and others, and then spend around 12 days in London, visiting some of the same sites (theaters, parks, churches) and following some of the same itineraries. What continuities and discontinuities are there between eighteenth-century and post-modern urban experiences? *Not offered every year. Subject to Dean's Office approval.*

Prerequisite: None. Application required.
Distribution: Language and Literature
Semester: N/O Unit: 0.5

ENG 271 The Rise of the Novel

Lee

A study of how the genre of the novel begins in forgeries, poses as real documents and letters, and eventually reveals itself as a kind of literature uniquely suited to modern society. There will be a particular emphasis on the novel's enduring fascination with women and criminals, the choices they make and the rewards and punishments they receive. Authors include Behn, Defoe, Richardson, Fielding, Edgeworth, and Austen.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 272 The Victorian Novel

Rodensky

An exploration of the changing relationships of persons to social worlds in some of the great novels of the Victorian period. The impact on the novel of industrialization, the debate about women's roles, the enfranchisement of the middle and the working classes, the effect on ordinary persons of life in the great cities, the commodification of culture—these and other themes will be traced in the works of some of the following: Charlotte Brontë, Emily Brontë, Charles Dickens, George Eliot, Elizabeth Gaskell, George Gissing, Thomas Hardy.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 273 The Modern British Novel

Rodensky

A consideration of the ways in which modernist writers reimagine the interests of the novel as they experiment with and reshape its traditional subjects and forms. From the frank exploration of sexuality in Lawrence, to the radical subordination of plot in Woolf, modernist writers reconceive our notion of the writer, of story, of the very content of what can be said. A selection of works by E.M. Forster, D.H. Lawrence, James Joyce, Virginia Woolf, Jean Rhys, and Joseph Conrad.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 277 Modern Indian Literature

NOT OFFERED IN 2008-09. Focus on novels, memoirs, and nonfiction writing—mostly contemporary, with some earlier examples of what now begins to make up a tradition of modern Indian literature in English. Controversial questions to be addressed include: what is "authentically" Indian? What is the writer's responsibility to solve social and political problems? What roles do women play in this literature? Introduction to important religious and political contexts will be provided, but primary attention will go to the literature itself, with some attention to films. Authors will likely include Gandhi, R.K. Narayan, Raja Rao, Anita Desai, Salman Rushdie, Bapsi Sidhwa, Rohinton Mistry, Jhumpa Lahiri, plus films directed by Satyajit Ray and Deepa Mehta.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ENG 281 American Drama and Musical Theater

NOT OFFERED IN 2008-09. Study of some distinguished twentieth-century American plays, theater pieces, and musicals. Possible musicals: *The Cradle Will Rock, Showboat, West Side Story, Chorus Line, Into the Woods, Chicago.* Possible playwrights and ensembles: Eugene O'Neill, Arthur Miller, Tennessee Williams, Lorraine Hansberry, the Bread and Puppet Theater, the Teatro Campesino, María Irene Fornés, August Wilson, David Henry Hwang, Tony Kushner, Anna Deveare Smith. Focus on close reading, on historical and social context, on realism and the alternatives to realism, on the relations between text and performance. Opportunities both for performance and for critical writing. Students who have taken ENG [127] are eligible to take this course also.

Prerequisite: None
Distribution: Arts, Music, Theater, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

ENG 282 Topics in Literary Criticism

An introduction to critical theory through the reading of selected literary texts and the application of pertinent theoretical models.

Topic A for 2008-09: Missing Persons: The Detective Story and American Literary Identities

Ford

In this course, we will read novels and stories in the (loosely defined) genre of detective or mystery fiction. With its reliance on ambiguity and secrecy, the mystery story has long been a playground for critics searching for a key to its obfuscations; the detective has been seen as a surrogate for the reader herself. Detective stories will serve as critical "case studies" for the introduction of theoretical approaches to literature including structuralism, Marxism, psychoanalysis, deconstruction, and queer theory. Authors to be considered may include Poe, James, Hammett, Larsen, Chandler, Highsmith, and Nabokov. Readings will also include diverse critical and theoretical essays; writing assignments will focus on applying multiple theoretical models to narratives, and on assessing the utility and limitations of those models.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

Topic B for 2008-09: Literary Greatness and How to Get It

Noggle

This course will examine the meanings and cultural functions of the idea of literary greatness. We will read classic statements, from Plato to Foucault, that present recipes for achieving greatness, or see greatness as some special stuff that certain sensitive souls or elite groups are just supposed to "get," or emphasize how individuals, cultures, or eras perceive greatness differently. We will also consider literary works that help us rethink greatness—those that academics identify as great but that most people don't read or like much, as well as popular, intellectually ambitious works not usually taught in literature departments. We will discuss theories of the canon—the greatest works typically read in schools and colleges—and the aesthetic, political, and other motives that go into changing and maintaining it.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 283 Southern Literature

Tyler

A study of the literature of the American South, with special focus on the region's unique cultural traditions, the development of a distinctive body of stylistic and thematic characteristics, and the complex intersections of region, gender, ethnicity, and sexuality in Southern literary expression.

Topic for 2008-09: New Orleans In and Against America. Anchoring the course will be literature haunted by New Orleans, including novels (part of Faulkner's *Absalom, Absalom!*, Don DeLillo's *Libra*, Walker Percy's *The Moviegoer*, J.K. Toole's *A Confederacy of Dunces*) and other readings (the autobiography of Louis Armstrong, and shorter pieces by Welty, Hurston and others). Besides the literary works, we will study: the music of Jelly Roll Morton, Louis Armstrong and many other artists; cooking, with hands-on experience to see how European recipes were transmuted by the city's African[-American] cooks; architecture and other visual arts; the peculiar history and cultural practices (Hoodoo, sexual tolerance, apartheid [failed], miscegenation, Mardi Gras and other maskings) of this improvisational anomaly in America; the pre- and post-Katrina mythologies of water and weather.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 284/384 Outside England

Sabin

Topic for 2008-09: South Asia: Fiction of Empire and Its Breakup. A study of Victorian, modern, and contemporary fiction engaged with the British empire in South Asia and its breakup into separate states. How do characters, plots, and landscapes in fiction written during the colonial period and later create visions of both the English and their colonial subjects? In postcolonial writing, we will notice both the legacy of colonialism and shifts of attention to internal divisions and conflicts. What is the status of English and of authorial identity in an age of increasing travel and migration? Short stories and novels by Dickens, Kipling, Forster, Orwell, Rushdie, Mishra, Desai, Ghosh, Ondaatje, Lahiri. Their writing moves us from England to what is now known as India, Pakistan, Sri Lanka, Myanmar—and sometimes back to England, Canada, and America. This course may be taken as either 284 or, with additional assignment, 384.

Prerequisite: 284 open to all students. 384 two literature courses at the 200-level or permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 285 Irish Literature

NOT OFFERED IN 2008-09. A study of two great periods of Irish literary creativity in this past century: first, a brief but intense immersion in the great early "modern" Irish masters: Yeats, Synge, and Joyce. Then a leap to some of the post-1970 works of poetry, drama, fiction, and film that show the legacy of and the breakings away from these powerful predecessors. Recent and contemporary writers to be assigned will likely include: Seamus Heaney, Paul Muldoon, Eavan Boland, Roddy Doyle, Brian Friel, Martin McDonagh, and selected women authors of short stories from the anthology *Territories of the Voice*.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ENG 286 New Literatures

NOT OFFERED IN 2008-09. Topic: Lesbian and Gay Writing from Sappho to Stonewall. This course will explore significant lesbian and gay literature from classical times to the present, including contemporary transformations of society, politics, and consciousness. The course will introduce elements of "queer theory" and gender theory; it will address issues of sexual orientation and sexual identification in works of poetry, autobiography, and fiction. Readings will include such writers as Sappho, Plato, William Shakespeare, Thomas Mann, Virginia Woolf, James Baldwin, Andre Lorde, Adrienne Rich, David Leavitt, Leslie Feinberg, Shyam Selvadurai, and Jeanette Winterson.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ENG 301 Advanced Writing/Fiction

Channer

A workshop in the techniques of fiction writing together with practice in critical evaluation of student work. *Students who have taken this course once may register for it one additional time. Mandatory credit/noncredit.*

Prerequisite: 203 or permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 302 Advanced Writing/Poetry

Bidart

A workshop in intensive practice in the writing of poetry. *Students who have taken this course once may register for it one additional time. Mandatory credit/noncredit.*

Prerequisite: 202 or permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 315/ME/R 344 The Love Story of Troilus and Criseyde

Lynch

This seminar will trace the love story of Troilus and Criseyde (or as she is alternately called "Briseida" or "Cressida") from its origins in the Middle Ages through Shakespeare's treatment in the Renaissance (and beyond). We will especially note the evolution of Criseyde's character as she is handled by different (male) authors as well as questions of historical truth that are linked to the transgressions of this lovely but faithless woman. Versions of her story taken from Latin, Old French, Italian, and Middle Scots texts will be considered alongside the canonical versions of Chaucer, Shakespeare, and Dryden. During the first month, the course will meet an additional hour for the instruction in Middle English that will enable students to read Chaucer's poem in its original Middle English. *Students may register for either ENG 315 or ME/R 344 and credit will be granted accordingly.*

Prerequisite: Open to juniors and seniors or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 320 Literary Cross Currents

Topic A for 2008-09: Queer Modernisms

Fisher (American Studies)

This course will explore significant lesbian and gay British and American writers of the late nineteenth century through the 1920s, including a few important works from Continental literature in English translation. The course will explore the relation between sexuality and modernist literary experimentation, referencing the emerging concepts of homosexuality in Victorian sexology and psychology (including Freud's writings) and connecting such developments to the vibrant and inventive body of "queer" writing that characterizes this self-consciously modern period. Readings will include the works of such writers as Oscar Wilde, Henry James, Algernon Swinburne, Constance Fenimore Woolson, John Addington Symonds, Willa Cather, Thomas Mann, Radclyffe Hall, E.M. Forster, Virginia Woolf, André Gide, Marcel Proust, and Gertrude Stein. Students will be immersed in the rich literary culture of the time but will also focus on specific figures of their choice for in-depth research projects.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

Topic B for 2008-09: Ernest Hemingway and Orson Welles
Cain
Detailed study, comparison, and contrast of the remarkable careers--triumphant and tragic--of two of America's most important and influential artists. For Hemingway, we will focus on "In Our Time" and other short stories, *The Sun Also Rises, A Farewell to Arms, The Old Man and the Sea*, and *A Moveable Feast*. For Welles: *Citizen Kane* (which many agree is the greatest film ever), *The Magnificent Ambersons, The Stranger, The Lady from Shanghai*, the Shakespeare adaptations, and *Touch of Evil*.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 324 Advanced Studies in Shakespeare

NOT OFFERED IN 2008-09.

Prerequisite: Open to students who have taken two literature courses in the department, at least one of which must be 200-level, or by permission of the instructor to other qualified students.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

ENG 325 Advanced Studies in Sixteenth- and Seventeenth-Century Literature
Wall-Randell
Topic for 2008-09: Earthly Delights: Gardens in Medieval and Renaissance Literature. Even before the story of Adam and Eve, doing things in gardens—contemplating, studying, resting, living an ideal life, indulging in sensual pleasures, having important realizations, making fatal mistakes—was one of the great literary subjects. The garden is a place apart, distinct not only from domestic and urban spaces, but also from the raw wilderness. Beginning with Classical and Biblical archetypes, we will read medieval tales and dream visions set in gardens, explore Renaissance poetry in which the beloved's body is compared to a garden of delights, examine some of Shakespeare's greenworlds, and end with the Eden of Milton's *Paradise Lost*. Attention will also be paid to early modern and modern theories and philosophies of gardens and to Wellesley's landscape as a grove of academe.

Prerequisite: Open to students who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 335 Advanced Studies in Restoration and Eighteenth-Century Literature

NOT OFFERED IN 2008-09.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ENG 345 Advanced Studies in Nineteenth-Century Literature
Meyer
Topic for 2008-09: The Brontë Family. A Research Seminar. A study both of the imaginary world Charlotte, Emily, and Anne Brontë created along with their brother Branwell in their childhood stories and poems, and of the novels they wrote in close contact as adults.

Prerequisite: By permission of the instructor. Juniors considering an honors thesis or graduate work are particularly encouraged to enroll. *Not open to students who have taken ENG 383 in 2005-06.*
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 350 Research or Individual Study

Prerequisite: Open to qualified students by permission of the instructor. Students with a GPA of 3.33 or higher in the major shall have first consideration.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ENG 350H Research or Individual Study

Prerequisite: Open to qualified students by permission of the instructor. Two or more 200- or 300-level units in the department are ordinarily a prerequisite. Students with a GPA of 3.33 or higher in the major shall have first consideration.
Distribution: None
Semester: Fall, Spring Unit: 0.5

ENG 351 The Robert Garis Seminar
Oppenheimer
An advanced, intensive writing workshop, open to six students, named for a late Wellesley professor who valued good writing. The instructor and students will meet once in the spring, and students are then expected to work on their project over the summer.

Topic for 2008-09: Non-fiction Prose. This is a class in writing non-fiction prose, the kind that might someday land a writer in *The New Yorker* or *The Atlantic*. Our genre is often called "literary journalism," and here the special skills—technical precision, ability for physical description, and psychological insight—necessary for writing fiction are applied to real-life events and personalities. We will read and emulate authors like Joan Didion, Hilton Als, Ian Frazier, John McPhee, and Joseph Mitchell, and each student will produce a 5,000-word piece of her own. *Mandatory credit/non-credit.*

Prerequisite: Open to qualified students by permission of instructor.
Distribution: Language and Literature
Semester: Fall Unit: 0.5

ENG 355 Advanced Studies in Twentieth-Century Literature
Sabin
Topic for 2008-09: James Joyce, *Ulysses*. Close reading of *Ulysses*, after preliminary engagement with *Dubliners* and *A Portrait of the Artist As a Young Man*. Aided by supplementary biographical and critical readings, attention will be paid to the complex effects of Joyce's Irishness on his relation to modern English literature and language.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 360 Senior Thesis Research

Prerequisite: By permission of the chair. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ENG 363 Advanced Studies in American Literature
Rosenwald
Topic for 2008-09: Herman Melville. A reading of the major work of arguably the flat-out greatest American writer, proceeding from *Moby-Dick* to *Billy Budd*, and including, along the way, *Pierre, The Confidence Man*, all of the *Piazza Tales*, "Hawthorne and his Mosses" (Melville's great work of criticism), and a big swatch of the poems. Reading also of various biographical and critical work on Melville (e.g., D. H. Lawrence, Charles Olson, Jean Giono), and of passages in works that bear witness to Melville's influence, from Günter Grass's *The Tin Drum* to *Star Trek 8: First Contact.*

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 364 Race and Ethnicity in Literature
Ford
Topic for 2008-09: The American Novel in Black and White. This course examines the American novel from the Civil War period onwards by pairing works by black and white writers, each pair concerning the same theme or historical moment. We will use these oppositions to examine the ways in which the American literary imagination has always depended on an (often invisible) Other to crystallize its ideas about national identity. By focusing on subjects, such as slavery and miscegenation, that have been bitterly divisive in American history, we will also try to think through the role that literature takes on in defining contentious historical developments both at the time of their unfolding and after the fact. Authors to be read may include Herman Melville, Harriet Beecher Stowe, William Faulkner, Charles Chesnutt, Octavia Butler, and Charles Johnson.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 365/SOC 365 Images of the American City
Brogan and Cuba (Sociology)
This course considers how literary representations and sociological studies of urban life variously respond to the astonishing growth of cities in the twentieth century, helping to shape newly emergent and highly contested cultural meanings of the city. In considering the interplay between mind and urban forms, we'll explore the relationship between the individual and the urban environment, how life in cities is socially organized, patterns of immigration and tensions between ethnic groups, the creation of the slum and ghetto and efforts to gentrify them, cognitive mapping, and the legibility of the cityscape. We'll also discuss how literary and sociological perspectives on the city meet and diverge. Authors may include: Stephen Crane, Georg Simmel, Robert Park, Ann Petry, James Baldwin, Anselm Strauss, Paule Marshall, Kevin Lynch,

Anna Deavere Smith, and Elijah Anderson. *Students may register for either ENG 365 or SOC 365 and credit will be granted accordingly.*

Prerequisite: One 200-level course in either literature or sociology or by permission of the instructor to other qualified students.
Distribution: Language and Literature or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ENG 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ENG 382 Criticism

Noggle

A survey of major developments in literary theory and criticism. Discussion will focus on important perspectives—including structuralism, post-structuralism, Marxism, and feminism—and crucial individual theorists—including Bakhtin, Empson, Barthes, Derrida, Foucault, Jameson, and Zizek.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.
Distribution: Epistemology and Cognition or Language and Literature
Semester: Fall Unit: 1.0

ENG 383 Women in Literature, Culture, and Society

Lee

Topic for 2008-09: Jane Austen Among Others. This course places Jane Austen in her historical context of war, controversy, and many other well-known (at the time) women writers. We will examine this context and read authors that Austen both admired and parodied: Frances Burney, Maria Edgeworth, Ann Radcliffe, Mary Hays, and Eliza Hamilton, for example. *Sense and Sensibility, Northanger Abbey,* and *Emma* will help us to grasp how Austen shapes a mode of representation responsive to her time. Particular attention will be given to debates about prejudice, knowledge, sentiment, agency and femininity.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 385 Advanced Studies in a Genre

Rodensky

Topic for 2008-09: George Eliot and Her Readers. This course will attend to the great novels of the greatest novelist of the Victorian period. In addition to reading Eliot's novels, we will take up critical responses to them, beginning with those of Eliot's contemporaries. In particular, we will consider readers' objections to her representations of religion, female autonomy, and sexuality. As we ourselves become part of Eliot's readership, we will explore her development as a novelist and critic who reimagined the novel as central to the moral and intellectual lives of the reading public. Eliot wanted her novels to make a deep and lasting impression on her readers, and indeed they do. Novels will include *Scenes of Clerical Life, Adam Bede, The Mill on the Floss, Romola, Middlemarch,* and *Daniel Deronda.*

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students. *Not open to students who have taken ENG 387 in 2006-07.*
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 387 Authors

Topic A for 2008-09: William Faulkner

Tyler

Faulkner will be the sublime central figure, an unaccountable creator of such power and plenty that two rival Southern tempers claim him as a legitimating authority for their kind of work. Faulkner does have this double life (at least) within Southern Literature: (1) as a patriarch of a masculinist, moralist tradition which has itself produced major work in fiction (Robert Penn Warren, Walker Percy), in poetry (T.S. Eliot, John Crowe Ransom, Allen Tate, Warren), and most enduringly, in the New Criticism and the Eliotic procedures of "close-reading" still practiced, variously, in our classrooms; but also (2) as a liberating influence upon wayward and fabulously unbalanced writers like Tennessee Williams, Truman Capote, Carson McCullers, all of whom may be considered Faulkner's gay and otherwise abstaining, non-"heterosexualist" (to borrow Gore Vidal's word) literary descendants.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

Topic B for 2008-09: Keats and Shelley

Hickey

Intensive study of the writings of these two great Romantic poets, from juvenilia to the famous odes; from sonnets and brief lyrics to dramas, poetic romances, epics, elegies, fragments, essays, and letters. Close attention to language, style, relations between poetic form and meaning, the notion of a poetic career, the place of biography, the role of politics, issues of gender and sexuality, and historical and literary contexts. Keats and Shelley as readers of each other and of literary precursors, as theorists of poetry, and as an influence on subsequent poets. We'll also read Mary Shelley's *Frankenstein,* other pertinent contemporary works, and some recent criticism.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students. *Not open to students who have taken ENG 345 in 2006-07.*
Distribution: Language and Literature
Semester: Spring Unit: 1.0

Related Courses

For Credit Towards the Major

AFR 201 The African American Literary Tradition

AFR 212 Black Women Writers

AFR 229 Rap Music and the African American Poetical Tradition

AFR 234 Introduction to West Indian Literature

AFR 266 Black Drama

AFR 310 Seminar. Black Literature

AMST 317 Seminar

CAMS 231 Film as Art

CLCV 104 Classical Mythology

CPLT 330 Seminar. Comparative Literature

ITAS 263 Dante (in English)

ME/R 246 Monsters, Villains, and Wives

ME/R 247 Arthurian Legends

RUSS 286 Vladimir Nabokov (in English)

THST 221 Introduction to Playwriting

WOST 248 Asian American Women Writers

Directions for Election

Courses at the 100 level are open to all students and presume no previous college experience in literary study. They provide good introductions to such study because of their subject matter or their focus on the skills of critical reading. ENG 120 (Critical Interpretation) is open to all students, but is primarily designed for prospective English majors. The course trains students in the skills of critical reading and writing. 200-level literature courses, with the exception of Shakespeare (223 and 224), are open to all students without prerequisite. They treat major writers and historical periods, and provide training in making comparisons and connections among different works, writers, and ideas. 300-level literature courses encourage both students and instructors to pursue their special interests. They presume a greater overall competence, together with some previous experience in the study of major writers, periods, and ideas in English or American literature. They are open to all those who have taken two literature courses in the department, at least one of which must be 200 level, and by permission of the instructor or chair to other qualified students. For independent work (350), students with at least a 3.33 GPA in courses in the department will have first consideration. Students are encouraged to confer with the instructors of courses in which they are interested. Students should consult the more complete descriptions of all courses, composed by their instructors and available from the department administrative assistant.

Advanced Placement. Students may receive credits toward their Wellesley degree for their performance on AP or IB examinations. However, because no course in the English department is considered the equivalent of a high school course, the English department does not grant credit toward the major for AP or IB courses. First-year students and other undeclared majors contemplating further study in English are encouraged to consult the department chair or the department pre-major advisor in relation to their course selection. Students majoring in English should discuss their programs with the Chair or their major advisors, and should consult with them about any changes they wish to make in the course of their junior and senior years.

The English major consists of a minimum of ten units, at least eight of which must be in areas other than creative writing. At least seven units must be above 100 level, and of these at least two units must be earned in 300-level literature, film, or literary theory courses. At least six of the units for the major must be taken in the department, including the two required units in 300-level courses dealing with literature, film, or literary theory; 300-level courses in creative writing do not fulfill this requirement.

WRIT 125 does not count toward the major. Courses designated 125/120 satisfy both the ENG 120 requirement and the WRIT 125 requirement, and count as a unit toward the fulfillment of the major. Other combined sections, such as WRIT 125/ENG 122, count toward the major as well. Independent work (350, 360, or 370) does not count toward the minimum requirement of two 300-level courses for the major.

All students majoring in English must take ENG 120 (Critical Interpretation), at least one course in Shakespeare (200 level), and two courses focused on literature written before 1900, of which at least one must focus on literature before 1800.

Courses taken in other departments at Wellesley College may not be used to satisfy any of the above distribution requirements, with the exception of ME/R 246, which satisfies the pre-1800 distribution requirement. With the Chair's permission, courses taken abroad during junior year or on twelve-college exchange may satisfy certain distribution requirements. ENG 112, ENG 223, and 224 do not satisfy the pre-1800 distribution requirement. Transfer students or Davis Scholars who have had work equivalent to 120 at another institution may apply to the Chair for exemption from the critical interpretation requirement.

The English minor consists of five units: (A) 120 and (B) at least one unit on literature written before 1900 and (C) at least one 300-level unit, excluding 350 and (D) at least four units, including the 300-level course, taken in the department; a maximum of two creative writing units may be included. A course on Shakespeare can count toward the minor, but it does not fulfill the pre-1900 requirement.

Honors. The department offers a choice of two programs for honors. Under program I the honors candidate does two units of independent research culminating in a thesis or a project in creative writing. Program II offers an opportunity to receive honors on the basis of work done for regular courses but carries no additional course credit. A candidate electing program II presents a dossier of essays written for several courses with a statement of connections among them and critical questions raised by them. Applicants for honors should have a minimum 3.5 GPA in the major (in courses above 100 level) and must apply to the chair for admission to the program. Except in special circumstances, it is expected that students applying for honors will have completed four courses in the major, at least two of which must be taken at Wellesley. A more detailed description of the department's application procedure is available from the department's administrative assistant.

Creative writing. The English department offers beginning and advanced courses in poetry (ENG 202 and 302), in fiction (ENG 203 and 301), children's literature (ENG 205), and in screenwriting (ENG 204). A literary non-fiction writing course (ENG 206/WRIT 225) that covers different genres (for example, reviewing the arts, travel writing, personal essay, and memoir) is offered through The Writing Program and counts towards the English major. The Theatre Studies Department offers an introductory playwriting course (THST 221), which may also count towards the major in English. These courses are open to all Wellesley College students. Creative writing courses are taught mandatory credit/non.

The creative writing concentration in the English major. The creative writing concentration within the English major is designed for majors with a strong commitment to developing their own creative work. Students electing the creative writing concentration take a series of workshops in one or more creative genres (fiction, poetry, children's literature, playwriting, screenwriting, and creative non-fiction) and select, in consultation with their advisor, courses in literary study that provide the background in and knowledge of literary tradition necessary to make a contribution to that tradition.

Students interested in the creative writing concentration are urged to begin planning their programs early in their careers at Wellesley. It is expected that they will have taken at least one writing workshop by the time of election of the English major (spring semester sophomore year or fall semester sophomore year, for students going abroad), and have been in touch with a member of the creative writing faculty to plan the major. English majors electing the creative writing concentration must choose a member of the creative writing faculty as their advisor. Students who are interested in the creative writing concentration but who do not feel confident that they have had sufficient experience in writing to choose the concentration at the time of the election of the major should elect the English major; they may add the creative writing concentration later.

Students electing the creative writing concentration must fulfill all the requirements of the English major, including ENG 120, a course on Shakespeare, the period distribution requirements, and two 300-level literature courses. It is expected that creative writing students will take a focused program of critical study in the genre or genres in which they specialize.

In addition to eight courses in the critical study of literature, majors in the creative writing concentration take a minimum of four units of creative writing work. Creative writing courses may be repeated for additional credit. A student who is extremely motivated and capable of independent work and who has the permission of a faculty advisor may take an independent study (ENG 350); however, it is recommended that students take full advantage of the workshop experience provided by the creative writing courses. A student qualifying for honors in English and whose proposal has been approved by the Creative Writing Committee may pursue a creative writing thesis; the thesis option, although it includes two course units (ENG 360 and ENG 370), can only count as one of the four creative writing courses required by the concentration. Creative writing faculty generally direct creative theses; however, other English department faculty may direct creative theses.

Graduate study in English. Students expecting to do graduate work in English should ordinarily plan to acquire a reading knowledge of one and, if possible, two foreign languages. They should take ENG 382 (Criticism) or an equivalent course in literary theory. They should also consult with the department's graduate school advisor, and with their major advisor, about courses that are appropriate for those considering graduate work in English.

Teacher certification. Students interested in obtaining certification to teach English in the Commonwealth of Massachusetts should consult with the chair of the education department and the English department liaison to the Education department.

Environmental Studies

AN INTERDEPARTMENTAL MAJOR
AND MINOR

Professor: *DeSombre (Director)*

Assistant Professor: *Turner*

Advisory Faculty: *Argow*[A1] *(Geosciences), Brabander*[A2] *(Geosciences), Coleman (Chemistry), Jones (Biological Sciences), Mattison (Geosciences), Paarlberg (Politcal Science), Rodenhouse (Biological Sciences), Sequeira (Biological Sciences), Sneeringer*[A] *(Economics), Thomas (Biological Sciences), Turner*

Affiliated Faculty: *Karakasidou (Anthrolopology), Moore (Biological Sciences), Stark (Physics), Steady (Africana Studies)*

Environmental studies is a particular way of thinking, conducting research, and posing questions. We recognize that knowledge of societies, the environment, and the complex and multi-faceted relationship they share, emerges from a wide range of disciplines, including the sciences, social sciences, and humanities. An environmental studies major or minor aims to provide students with critical skills that will allow them to engage current environmental issues and prepare to recognize future ones. Central to this goal is helping students develop independent critical thinking, problem framing and problem solving across disciplines and cultures to build a foundation from which they can diagnose and prioritize a wide range of environmental issues, from the local to the international, from the most pressing to the most long-term. Because of the interdisciplinary nature of environmental issues, the program draws upon courses from multiple departments. Each student will choose electives in consultation with her advisor to help focus her studies on an issue or approach that interests her.

There are three components to the 10-course major:

1. Three core courses (ES 101, ES 102, and ES 300).

   (Students who took ES 100 in 2006 or earlier may count that version of the course and may choose either to take ES 102 or to replace it with an elective; for students fulfilling the old version of the major, ES 101 can replace ES 100 in the requirements.)
2. One course in each of these categories provides breadth:
   a. Science: ES 201 or BISC 201
   b. Social Science: ES 214 or ECON 228 (which requires ECON 101 as a prerequisite)
   c. Humanities: ES 203 or ES 299 or PHIL 233
3. Four electives from ES courses and the list of Related Courses, at least two of which must be at the 300 level. Note that ES 201, ES 203, ES 214, ES 299, BISC 201, ECON 228, and PHIL 233 can be taken as electives (but no single course can fulfill two requirements for the major). These courses should be approved by the student's advisor prior to enrollment. Two half-credit courses may be combined to count towards a single elective.

Students who entered Wellesley prior to fall 2007 may choose to complete the older form of the major, described at the end of the curriculum.

There are three components to the 5-course minor:

1. Core: Either ES 101 or ES 102.
2. Breadth: one course in each of these categories:
   a. Science: ES 201 or BISC 201
   b. Social Science: ES 214 or ECON 228 (which requires ECON 101 as a prerequisite)
   c. Humanities: ES 203 or ES 299 or PHIL 233
3. One elective from ES courses or Related Courses. (ES 300 may be chosen as the elective.)

Students may count no more than three courses taken away from Wellesley towards the environmental studies major and no more than one course taken away from Wellesley towards the environmental studies minor. These courses should be approved by the director prior to enrollment. AP credit in Environmental Science cannot be used to replace any ES requirements.

Honors in Environmental Studies

The only route to honors in the major is writing a thesis and passing an oral examination. A student whose GPA in courses in her environmental studies major is 3.5 or higher may apply to write an honors thesis. The proposal should be submitted in April of the student's junior year. Students should have identified a topic, an advisor, and a committee of two additional faculty members (one of whom must have expertise in areas outside the topic or approach of the proposed thesis) before applying. The applications are evaluated by the advisory faculty. Students planning to study abroad should discuss their interest in honors with potential advisors during their sophomore year, and plan to submit their application in April of their junior year abroad.

ES 101 Introduction to Environmental Studies with Laboratory: Methods and Analysis

Staff, Thomas (Biological Sciences)

Explore the campus and beyond in an interdisciplinary manner. Topics include the movement of materials through the environment, ecosystem analysis, principles of resource management, and pollution control. Investigate timely environmental problems and work toward solutions using skills such as computer modeling, X-ray fluorescence spectroscopy, and spatial data analysis using GIS. A combination of field and laboratory work will be integrated with discussion and readings. *Either 101 or 102 may be taken first.* (ES 101 replaces ES 100 for students fulfilling the old version of the major)

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Open to first years and sophomores; juniors and seniors may only enroll with permission of the instructor. Not open to students who have taken ES [100].
Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay requirement.
Semester: Fall Unit: 1.25

ES 102 Introduction to Environmental Studies: Issues and Concepts

Turner

This course offers an interdisciplinary introduction to environmental studies, with a focus on a single environmental issue. Major concepts that will be examined include: the state of scientific research regarding environmental issues, the role of science, politics, and economics in environmental decisionmaking, and the importance of history, ethics and justice in approaching environmental issues. The central aim of the course is to help students develop the interdisciplinary research skills necessary to pose questions, investigate problems, and develop strategies that will help us address our relationship to the environment. The case study will be climate change and contemporary society. *Either 101 or 102 may be taken first.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

ES 201/GEOS 201 Methods and Problems in Environmental Science with Laboratory

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. Problems in environmental science are inherently multidisciplinary and often require a diverse skill set to analyze and solve. This course will focus on developing a toolbox of skills including field methods, geochemical analysis (natural waters, soils and other environmental materials), and modeling with a goal of being able to frame and solve environmental problems. Students will conduct semester-long research projects and will present their results in a final poster session. Laboratory. *Students may register for either ES 201 or GEOS 201 and credit will be granted accordingly.*

Prerequisite: One of the following: [100], 101, GEOS 101, 102 or permission of the instructor.
Distribution: Natural and Physical Science
Semester: N/O. Offered in 2009-10. Unit: 1.25

ES 203 Cultures of Environmentalism

Turner

What is environmentalism? This course explores how different communities of people have answered that question in the United States and abroad. It focuses on the mainstream environmental movement and other formulations of environmentalism, such as environmental justice, deep ecology, animal rights, and indigenous peoples' concerns for the environment. This course takes an interdisciplinary approach to examining the role of culture in shaping how people have valued the environment and organized to protect it. What role do the arts, popular culture, and literature play in environmental activism? What are the ethical and philosophical foundations of modern environmental movements? How is environmental activism historically specific and shaped by particular constructions of race, gender, religion, and nature? The goal of this course is to consider how environmental activism and decisionmaking can and must be sensitive to cultural context.

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

ES 210/GEOS 210 Hydrogeology—Water and Pollutants with Laboratory

Besancon (Geosciences)

Investigation of water supply and use. Principles of surface and groundwater movement and water chemistry are applied to the hydrologic cycle to understand sources of water for human use. Mathematical groundwater models are used to understand groundwater movement and pollutant plumes. Quantity and quality of water and the limitations they impose are considered. Laboratory. Normally offered in alternate years. *Students may register for either ES 210 or GEOS 210 and credit will be granted accordingly.*

Prerequisite: GEOS 101 or 102 or permission of instructor
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: Fall Unit: 1.25

ES 212/RAST 212 Lake Baikal: The Soul of Siberia

Moore (Biological Sciences), Bishop (Russian)

The ecological and cultural values of Lake Baikal—the oldest, deepest, and most biotically rich lake on the planet—are examined. Lectures and discussion in spring prepare students for the three-week field laboratory taught at Lake Baikal in eastern Siberia in August. Lectures address the fundamentals of aquatic ecology and the role of Lake Baikal in Russian literature, history, art, music, and the country's environmental movement. Laboratory work is conducted primarily out-of-doors and includes introductions to the flora and fauna, field tests of student-generated hypotheses, meetings with the lake's stakeholders, and tours of ecological and cultural sites surrounding the lake. *Students may register for either ES 212 or RAST 212 and credit will be granted accordingly. Not offered every year. Subject to Dean's Office approval.*

Prerequisite: BISC 111, RUSS 101, and permission of the instructors. Preference will be given to students who have also taken HIST 211. Application required.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

ES 214/POL2 214 Social Causes and Consequences of Environmental Problems

DeSombre

This course focuses on the social science explanations for why environmental problems are created, the impacts they have, the difficulties of addressing them, and the regulatory and other actions that succeed in mitigating them. Topics include: externalities and the politics of unpriced costs and benefits, collective action problems and interest group theory, time horizons in decisionmaking, the politics of science, risk and uncertainty, comparative political structures, and cooperation theory. Also addressed are different strategies for changing environmental behavior, including command and control measures, taxes, fees, and other market instruments, and voluntary approaches. These will all be examined across multiple countries and levels of governance. *Students may register for either ES 214 or POL2 214 and credit will be granted accordingly.*

Prerequisite: 101 or 102, or one course in political science, or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ES 222 Dynamic Modeling of Environmental Issues

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. A hands-on introduction to the application of systems dynamics to developing computer-based models for complex problems, with an emphasis on the environment. Starting with simple closed systems, students will develop models of increasing sophistication and complexity for issues such as population dynamics, air and water pollution, energy production and usage, waste management and sustainable development. Emphasis will be placed on the principles of problem solving and systems dynamics and on developing models that reflect, as closely as possible, real-world situations and the interrelatedness of various environmental concerns.

Prerequisite: 101 and successful completion of the Quantitative Reasoning requirement, or permission of the instructor.
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: N/O. Offered in 2009-10. Unit: 0.5

ES 234/ANTH 234 Cultural Ecology

NOT OFFERED IN 2008-09. This course explores theoretical and methodological issues in the study of human culture and social activity in relation to ecological systems and the environment. Readings include both classic studies as well as contemporary research, with particular emphasis placed on the various dimensions and scales of social organization and activity, and on the role of cultural, religious, and political institutions in shaping ecological relationships as well as economic behavior. *Students may register for either ES 234 or ANTH 234 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ES 299/HIST 299 United States Environmental History

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. This course examines the relationship between nature and society in American history. The course will consider topics such as the decimation of the bison, the rise of Chicago, the history of natural disasters, and the environmental consequences of war. There are three goals for this course: First, we will examine how humans have interacted with nature over time and how nature, in turn, has shaped human society. Second, we will examine how attitudes toward nature have differed among peoples, places, and times and we will consider how the meanings people give to nature inform their cultural and political activities. Third, we will study how these historical forces have combined to shape the American landscape and the human and natural communities to which it is home. While this course focuses on the past, an important goal is to understand the ways in which history shapes how we understand and value the environment as we do today. *Students may register for either ES 299 or HIST 299 and credit will be granted accordingly.*

Prerequisites: 101, or 102, or an American history course, or permission of the instructor.
Distribution: Historical Studies
Semester: N/O. Offered in 2009-10. Unit: 1.0

ES 300 Environmental Decisionmaking

DeSombre

An interdisciplinary seminar in which students work together in small groups to understand and develop solutions for current environmental problems. Each year, we focus on a given environmental issue of concern to our community, e.g. environmental implications of building design, energy use, or water quality. In particular, we work to understand its scientific background, the political processes that lead to potential solutions, and the ethical and environmental justice implications. Student-led research provides the bulk of the information about the issue and its role in our local environment; lectures and readings provide supplementary information about the local situation and the global context.

Prerequisite: A declared major or minor in environmental studies, 101 or 102 and completion of the three breadth distribution requirements, or permission of the instructor. This course is only open to juniors and seniors.
Distribution: None
Semester: Spring Unit: 1.0

ES 306/CHEM 306 Seminar. Green Chemistry

Coleman (Chemistry)

A study of the impact of chemicals and the chemical industry, broadly defined, on the global environment, and on emerging approaches to reducing that impact. The major focus will be on the fundamentals of designing chemical processes that produce smaller amounts of harmful by-products, reduce the use of toxic solvents, exploit catalysis, and maximize the conversion of reactants to the desired product. We will also examine the economic and political issues that surround green chemistry. *Students may register for either ES 306 or CHEM 306 and credit will be granted accordingly.*

Prerequisite: CHEM 205 and CHEM 211, or CHEM 120 and CHEM 211, or permission of the instructor.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

ES 307/BISC 307 Advanced Topics in Ecology with Laboratory

Rodenhouse (Biological Sciences)

Topic for 2008-09: Conservation Biology with Laboratory. We live on an increasingly human-dominated planet. We must now take responsibility for and stewardship of Earth's resources, both living and non-living, which we are changing at unprecedented rates. Our course covers terrestrial, fresh and saltwater habitats - their diversity and ecology, current status and sustainability, and the role of humanity in both their endangerment and salvation. We will examine the sources and importance of species diversity, and explore the often contentious issues of species and ecosystem preservation and conservation, the design of natural sanctuaries, and whether altered ecosystems can be managed and restored. Laboratory activities will include measurement of species diversity in soil and aquatic samples, successional dynamics, ephemeral habitat biology and ecology, geographic informational analysis, and an independent project. *Students may register for either ES 307 or BISC 307 and credit will be granted accordingly.*

Prerequisite: BISC 201, BISC 210, or permission of the instructor.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

ES 315/GEOS 315 Environmental Geochemistry with Laboratory

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. Accurately predicting the fate and transport of naturally occurring toxic elements and anthropogenic compounds in the environment requires a broad set of multidisciplinary skills. This course introduces geochemical approaches including mass balance, residence time, isotope fractionation, and thermodynamic and kinetic modeling necessary to fingerprint sources of pollutants and track them in water, soil, and plants. These fundamentals will be explored in several classic case studies and in semester-long geochemical research projects conducted by small groups. Laboratory. *Normally offered in alternate years. Students may register for either ES 315 or GEOS 315 and credit will be granted accordingly.*

Prerequisite: One course above the 100-level in two of the following disciplines: geosciences, chemistry, biological sciences or environmental studies; or permission of the instructor.
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: N/O. Offered in 2009-10 Unit: 1.25

ES 381/POL1 381 United States Environmental Politics

Turner

This course examines the politics of environmental issues in the United States. The course has two primary goals: First, to introduce students to the institutions, stakeholders, and political processes important to debates over environmental policy at the federal level. Second, to develop and practice skills of analyzing and making decisions relevant to environmental politics and policy. Drawing on the literature of environmental politics and policy, this course will consider how environmental issues are framed in political discourse, various approaches to environmental advocacy and reform, and the contested role of science in environmental politics. The course will be organized around environmental case studies, including endangered species conservation, public lands management, air and water pollution, and toxics regulation. *Students may register for either ES 381 or POL1 381 and credit will be granted accordingly.*

Prerequisites: 101 or 102, or POL1 200, or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

Individual Study

ES 250 or 350 (Research or Individual Study) can be advised by any member of the advisory faculty in environmental studies. They may count towards the area of concentration. A half-unit course may only count as credit towards the major when combined with another half-unit course. Only two units of independent study may be counted towards the major. ES 350 courses may not be used to fulfill the minimum requirement that two electives be at the 300-level.

ES 250 Research or Individual Study

Prerequisite: Permission of the instructor, ordinarily limited to students who have completed at least three units toward their major.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ES 250H Research or Individual Study

Prerequisite: Permission of the instructor, ordinarily limited to students who have completed at least three units toward their major.
Distribution: None
Semester: Fall, Spring Unit: 0.5

ES 350 Research or Individual Study

Prerequisite: Permission of the instructor, ordinarily limited to students who have completed at least five units toward their major.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ES 350H Research or Individual Study

Prerequisite: Permission of the instructor, ordinarily limited to students who have completed at least five units toward their major.
Distribution: None
Semester: Fall, Spring Unit: 0.5

ES 360 Senior Thesis Research

Prerequisite: By permission of the advisory faculty. See Honors in Environmental Studies.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ES 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

The following courses may be used as electives. No more than one 100-level course may be used as an elective for the major and 100-level electives may not be used for the minor. Courses not listed may be accepted by petition. (Note that some 200- and 300-level courses have prerequisites outside of required ES courses.)

AFR 226 Environmental Justice, Race, and Sustainable Development

BISC 108 Environmental Horticulture with Laboratory

BISC 201 Ecology with Laboratory

BISC 202 Evolution with Laboratory

BISC 210 Marine Biology with Laboratory

BISC 308 Tropical Ecology with Wintersession Laboratory

BISC 319 Population Genetics and Systematics: Evolution on Islands with Laboratory

ECON 228 Environmental and Resource Economics

GEOS 101 Earth Processes and the Environment with Laboratory

GEOS 102 The Dynamic Earth with Laboratory

GEOS 110 The Coastal Zone: Intersection of Land, Sea, and Humanity with Laboratory

GEOS 208 Oceanography

GEOS 211 Geology and Human Affairs

GEOS 240 Climate Past and Future

GEOS 304 Sedimentology with Laboratory

GEOS 308 Wetlands Science with Laboratory

PHIL 233 Environmental Philosophy

POL2 312S Seminar. Environmental Policy

POL3 325 International Environmental Law

POL3 332 Seminar. People, Agriculture, and the Environment

Off-Campus Programs

By special arrangement with the Ecosystems Center of the Marine Biological Laboratory and the Marine Studies Consortium, Wellesley College students in good standing may apply for courses in these off-campus programs. The number of participants in each program is limited (see Special Academic Programs). Students should also consider courses at MIT and Olin College. Courses at MIT and Olin, as well as EXTD courses count as Wellesley courses, rather than as courses taken off campus, for the purposes of the environmental studies major, but specific courses must be approved by the student's advisor to count towards the major. For courses offered during the Semester in Environmental Studies, Ecosystems Center of the Marine Biological Laboratory, Woods Hole, Mass., see www.mbl.edu/SES.

Students who entered Wellesley before the fall of 2007 have the option to complete the current major requirements or the requirements in effect at the time of their declaration. For students who choose the latter option, the previous major requirements are as follows:

There are three components to the 11-course major:

1. Two core courses (ES 100 and ES 300). Note, ES 100 is no longer offered. ES 101 may be taken as a substitute.
2. Five courses in an area of concentration (at least one of which must be at the 300 level). The three areas of concentration are 1) Environmental Justice and Philosophy; 2) Environmental Policy and Economics, and 3) Environmental Science.
3. Four complementary elective courses from outside the area of concentration.

Students may count no more than three courses taken away from Wellesley towards the environmental studies major. These courses should be approved by the director prior to enrollment.

Experimental

According to College Legislation, the student-faculty Committee on Educational Research and Development has the authority to recommend experimental courses and programs to Academic Council. Faculty members and students are invited to submit their ideas to the Committee. In 2008-09 the following experimental courses will be offered:

EDUC 314 Learning and Teaching Mathematics: Content, Cognition, and Pedagogy

Speiser (Education), Taylor (Quantitative Reasoning), Polito (Quantitative Reasoning), Haskell (Education)

An examination of how adults and elementary-school students learn basic mathematics content, specifically: number and operations, functions and algebra, geometry and measurement, and statistics and probability. We will simultaneously study our own cognition as we learn mathematical concepts and principles, children's cognition as they learn mathematics, and how mathematics can be taught to children in classroom settings. Taught by a team of Wellesley College faculty with backgrounds in mathematics, quantitative reasoning, and education, and a school mathematics specialist and teacher. Fieldwork is required.

Prerequisite: One course in Education, Mathematics, or Quantitative Reasoning.
Distribution: Epistemology and Cognition
Semester: Fall Unit: 1.0

ENG 150/PHIL 150 First Year Colloquium in Literature and the History of Ideas

A team-taught interdisciplinary seminar for first-year students that brings the perspectives of such disciplines as philosophy, psychology, and history to bear on the traditional study of literature.

Rodensky (English) and deWarren (Philosophy)
Topic A for 2008-09: George Eliot and the Philosophical Novel. This course examines the ways in which philosophy finds expression in literature and literature finds significance in philosophy. The focus of this examination will be the work of the great Victorian novelist George Eliot and the major philosophical ideas and texts that influenced her, including the work of Spinoza, Feuerbach and J. S. Mill (among others). We will discuss these philosophical texts separately and in detail, and consider how Eliot refashioned them in the context of two of her novels, *The Mill on the Floss* and *Middlemarch*. As part of our interdisciplinary interest, we will reflect on the basic categories of the "literary" and the "philosophical," asking what it means to read novels "as philosophy" and to read philosophy "as literature." *Students may register for either ENG 150 or PHIL 150 and credit will be granted accordingly.*

Prerequisite: None. Open only to first-year students.
Distribution: Language and Literature or Religion, Ethics, and Moral Philosphy
Semester: Fall Unit: 1.0

ENG 150 First Year Colloquium in Literature and the History of Ideas

A team-taught interdisciplinary seminar for first-year students that brings the perspectives of such disciplines as philosophy, psychology, and history to bear on the traditional study of literature.

Ko and Lynch (English)
Topic B for 2008-09: Estranged Bedfellows of Literary History: Chaucer and Shakespeare. This team-taught course will complicate the model of literary history that locates Chaucer and Shakespeare firmly on different sides of a bright historical line between the Middle Ages and the Renaissance. Even in comparison to other Renaissance writers, Shakespeare was deeply interested in medieval topics, as can easily be seen in tragedies such as *Macbeth* and *King Lear*. Chaucer, on the opposite side of the medieval/modern divide, was uncannily modern and cosmopolitan, not only reformist-minded in religious matters but also fascinated by philosophical paradox and interested in representing new modes of subjectivity in his poetry. Likely readings include the *Merchant's Tale* and *Franklin's Tale* from the *Canterbury Tales* and selections from Chaucer's romantic poem *Troilus and Criseyde*, sometimes called the first novel in the English language, alongside Shakespeare's much darker *Troilus and Cressida* and *Romeo and Juliet*, concluding with Shakespeare's magnificent late romance *The Tempest*.

Prerequisite: None. Open only to first-year students.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

EXP 123 The Art of Reading: An Introduction to Literary Theory

Parussa (Italian Studies)

What is literary theory? What's its use? Where does it come from? These are just some of the questions that will be addressed in this course dedicated to the exploration of the most important theories for the interpretation of literary texts. Students will read essays on various methods of textual reading and will apply them to the interpretation of major texts of world literature. Each week we will combine the presentation of a different method of textual interpretation with the discussion of a classic world literature. This course will show how theories have represented a challenge to the traditional literary canon; and it will also provide students with intellectual tools that will enable them to interpret other texts they will encounter in their future.

Prerequisite: None. Open only to first-year students.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

Extradepartmental

Visiting Lecturer: *Sieh*

The following section includes courses of interest to students in various disciplines.

EXTD 115 Introduction to Botanical Art

Roche (Friends of Horticulture) and Govan (Friends of Horticulture)

"If you can paint a leaf, you can paint the world" (Ruskin). This course will focus on the roles of Botanical Art in fine art and science, both historically and in the present day. Students will study the exacting skills demanded of the artist, through study of examples in Wellesley College special collections and in practical applications. In the Wellesley College Ferguson Greenhouses, students will obtain grounding in botanical knowledge, basic instruction in representational drawing and color study, as well as an appreciation of the knowledge of the botanical illustrator, as scientist and artist. *Mandatory credit/noncredit. Not offered every year. Subject to Dean's office approval.*

Prerequisite: None
Distribution: None
Semester: Wintersession Unit: 0.5

EXTD 160 Introduction to Engineering Science

Pratt and Storey (Olin), Berg (Wellesley) (Course taught on Wellesley campus)

Introduction to Engineering Science is offered to students who are intrigued by engineering as a philosophy or a career. It is meant to help students get a taste of engineering. The course is project-based and hands-on and will also have a design and prototyping component. Students will explore four concepts central to engineering: effort and flow, which describes how power flows between interacting objects, regardless of their domain; transduction - the bidirectional transformation of effort and flow from one domain to another; state, which is how systems remember the past; and the powerful idea of feedback, which is used in almost all engineered devices to bring about desired behavior despite undesired disturbances.

Prerequisite: PHYS 107 or the equivalent or by permission of the instructors.
Distribution: None
Semester: Spring Unit: 1.0

EXTD 215 W.E.B. DuBois: Public Intellectual

Rollins (Africana Studies)

This course will explore DuBois's life, times and contributions; as a scholar, an advocate and activist. Special attention will be given to his work for women's rights, decolonization, racial justice, and economic reform. DuBois's thinking on these and other issues will be revealed in selections from the *Atlanta* studies, *The Philadelphia Negro, Souls of Black Folks, Darkwater, The World and Africa*, as well as *Crisis* editorials and other articles. DuBois's autobiography and Levering Lewis's biography will provide the foundation for understanding DuBois's life and times. While most of the readings will be non-fiction, some of DuBois's creative writing will also be included. The video, "W.E.B. DuBois: A Biography in Four Voices," will complement the readings.

Prerequisite: None
Distribution: Epistemology and Cognition
Semester: Spring Unit: 1.0

EXTD 235/335 War: From Troy to Baghdad

Rogers (Classical Studies and History)

War is undoubtedly bad. But human beings have always practiced war. Indeed war preceded history itself by tens of thousands of years—if by history we mean the written inquiry into the past. But what causes wars? How have wars been justified historically? How are wars won and lost? What are their effects? In this class we examine a series of case studies in warfare, including the Trojan War, the Peloponnesian War, and the Roman Punic Wars. We will read classic accounts of warfare, theoretical literature about tactics, strategy and logistics, and also will analyze how war is represented in other media, such as art and film. *This course may be taken as either 235, or with additional assignments as 335. Not open to students who have taken CLCV 230/330.*

Prerequisite: 235 open to all students; 335 by permission of the instructor.
Distribution: Historical Studies or Language and Literature
Semester: Fall Unit: 1.0

EXTD 240 Papyrus to Print to Pixel

Rogers (Library) and Ruffin (Library)

NOT OFFERED IN 2008-09. The electronic revolution wasn't the first: written communication changed radically from the papyrus rolls of the ancient Greeks and Romans to the codex manuscripts of the Middle Ages, again with the invention of printing from moveable type, again with the development of industrial, mass-market, low cost printing and the paperback, and again with the development of electronic texts. Lectures, discussions, and weekly hands-on labs will examine how previous and contemporary revolutions in the technology of written communication have affected society, from religion to economics to politics. Assignments require the use of Special Collections, the Book Arts Lab, and the Knapp Media Center. Weekly labs include making papyrus, an illuminated manuscript on parchment, rag paper, typesetting, letterpress printing, and a digital design project. Additional field trips.

Prerequisite: By application.
Distribution: Arts, Music, Theatre, Film, Video or Historical Studies
Semester: N/O Unit: 1.0

EXTD 288 Hitler: the Man in History, Literature, and Film

Hansen (German)

The figure of Adolf Hitler continues to horrify and fascinate those who have inherited the world he changed forever. This course will explore the historical figure of Hitler and subsequent responses to him by contemporaries, historians, writers, and filmmakers. After reading Hitler's own words and the biographers' accounts, we shall focus on representations not only from the German context (Bertolt Brecht, Thomas Mann, Hans-Jürgen Syberberg) but also from other cultures (Charley Chaplin, George Steiner, Mel Brooks).

Prerequisite: None
Distribution: Language and Literature or Historical Studies
Semester: Fall Unit: 1.0

EXTD 310 Ethics and Difference

Prabhu (French)

A course on the idea of difference in historical perspective; focuses on ethical aspects of claiming/identifying difference. Study of difference in texts by the Philosophers of the Enlightenment, journals or personal papers of voyagers and colonial administrators, fiction, reflections on method by anthropologists, twentieth-century critical/philosophical work, and medical ethics. Emphasizes critical thought and expression. Focuses on methods for close reading/study to generate and develop research questions. Individual assignments based on students' interests/disciplines. Possible themes of difference include gender, race, ethnicity, nationality, class, disability, and differential power in individual or group relationships.

Prerequisite: Open to seniors; juniors by permission of the instructor.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

Marine Studies Consortium Courses

The Marine Studies Consortium offers courses focusing on a variety of aquatic topics. These courses are taught at neighboring institutions and are open to a limited number of Wellesley students by permission of the consortium representative, Marianne Moore, Biological Sciences Department.

EXTD 123 Water Resources Planning and Management

A comprehensive introduction to the economics and ecology of water supply and water pollution control. Topics include watershed management, groundwater and wetlands protection, and wastewater treatment. The inherent difficulty in applying static laws and regulations to a dynamic natural resource such as water is a recurring theme. Offered by the Marine Studies Consortium.

Prerequisite: None. Open to students by permission of the consortium representative, Marianne Moore, Biological Sciences Department.
Distribution: None
Semester: Fall Unit: 1.0

EXTD 126 Maritime History

NOT OFFERED IN 2008-09. This course is an introduction to New England's maritime history, with secondary emphasis on its relationship to the coastal ecosystem. The course will survey the sea's legacy from the earliest seventeenth-century fishing settlements to the shipbuilding and commerce of today. Course themes will include historical, political, and economic developments. Field trips will explore the rich resources of the Peabody Museum, Salem, Mass.; the USS Constitution, Boston, Mass.; and Mystic Seaport, Conn. Offered by the Marine Studies Consortium.

Prerequisite: None. Open to students by permission of the consortium representative, Marianne Moore, Biological Sciences Department.
Distribution: None
Semester: N/O Unit: 1.0

EXTD 128 Coastal Zone Management

NOT OFFERED IN 2008-09. This course presents a survey of the coastal environment, its physical characteristics, natural systems, economic uses, and development pressures. Lectures examine strategies formulated in the U.S. for land and water resource management in the coastal zone. The roles of federal, state, and local government, environmental groups, and resource users are also explored. Finally, by comparing coastal zone management problems in the U.S. to those elsewhere in the world, students gain a global perspective. Offered by the Marine Studies Consortium.

Prerequisite: None. Open to students by permission of the consortium representative, Marianne Moore, Biological Sciences Department.
Distribution: None
Semester: N/O Unit: 1.0

EXTD 225 Biology of Fishes

NOT OFFERED IN 2008-09. This upper-level survey course covers the evolution, systematics, anatomy, physiology, and behavior of freshwater, marine, and anadromous fishes from temperate to tropical environments. The course also examines the diversity of fish interactions in aquatic communities: predator/prey relationships, host/symbiont interactions, and the various roles of fishes as herbivores. Study of inter- and intra-specific predator-prey relationships among fish populations in aquatic communities integrates principles of ecology. Offered by the Marine Studies Consortium.

Prerequisite: One year of general biology and two upper-level biology courses. Open to students by permission of the consortium representative, Marianne Moore, Biological Sciences Department.
Distribution: None
Semester: N/O Unit: 1.0

EXTD 226 Biology of Whales

NOT OFFERED IN 2008-09. This upper-level course examines the biology and conservation of cetaceans: whales, dolphins, and porpoises. Topics include physiology, population biology, life history analysis, molecular genetics, morphology, distributional ecology, and social behavior. Lectures first focus on the biology of cetaceans and how they are adapted to the marine environment. Subsequent lectures use case studies to review how biological principles can be applied to the conservation of a wide range of cetacean species. Offered by the Marine Studies Consortium.

Prerequisite: One year of general biology and two upper-level biology courses. Open to students by permission of the consortium representative, Marianne Moore, Biological Sciences Department.
Distribution: None
Semester: N/O Unit: 1.0

EXTD 227 Wetlands: Ecology, Hydrology, Restoration

NOT OFFERED IN 2008-09. This course examines the vital role of wetlands in the hydrology and ecology of global landscapes. The function of inland and coastal marshes, swamps and bogs and their role in water and nutrient cycles will be examined. We will also survey the biodiversity of wetlands habitats, from microbes to vertebrates. The biological links between wetlands and human activities, such as agriculture, coastal development, and fisheries will be considered, as well as the legal framework for the protection and restoration of endangered wetlands. Offered by the Marine Studies Consortium.

Prerequisite: One year of introductory geology or chemistry or biology or physics or engineering or economics; and two semesters of upper level (elective) science courses. Open to students by permission of the consortium representative, Marianne Moore, Biological Sciences Department.
Distribution: None
Semester: N/O Unit: 1.0

First Year Courses

The following courses are intended for First Year students. Enrollment is limited to a small number of First Year students, and the courses include introductions to such topics as research skills and campus resources, in addition to their specific content.

ASTR 108 Discovering Our Universe
McLeod (Astronomy)
This course leads first-year students through hands-on exploration of the structure of the Universe and our place within it. We will measure the size, shape, and spin of the Earth by using simple home-made instruments to observe the sky. We will learn to use Wellesley's own telescopes to explore the arrangement and contents of our own Solar System. Finally, we will determine our place within the Milky Way Galaxy and the Universe using data obtained from the National Virtual Observatory. Some daytime and nighttime observing will be required outside of class. No prior experience in astronomy is required, but algebra and trigonometry will be used. Students who take ASTR 108 may not take ASTR 109.

Prerequisite: Open only to first-year students. Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: Fall Unit: 1.0

ECON 101F Principles of Microeconomics
Velenchik (Economics)
NOT OFFERED IN 2008-09. This first course in economics introduces students to the market system. Microeconomics considers the decisions of households and firms about what to consume and what to produce, and the efficiency and equity of market outcomes. Supply and demand analysis is developed and applied. Policy issues include price floors and ceilings, competition and monopoly, income distribution, and the role of government in a market economy.

Prerequisite: Open only to first-year students. Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

EDUC 117 Diversity in Education
Darer (Spanish), Richards (Education)
An introduction to issues in diversity and multicultural education. We will examine rationales for diversity and multicultural education and some of the effects of these policies. We will analyze implications of diversity for teaching and learning, and study the influences of race, ethnicity, gender, language, socioeconomic status, and religion on schools and school curricula, with a focus on tensions surrounding increasing diversity in American education.

Prerequisite: Open only to first-year students.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

ENG 150/PHIL 150 First Year Colloquium in Literature and the History of Ideas

A team-taught interdisciplinary seminar for first-year students that brings the perspectives of such disciplines as philosophy, psychology, and history to bear on the traditional study of literature.

Rodensky (English) and deWarren (Philosophy)
Topic A for 2008-09: George Eliot and the Philosophical Novel. This course examines the ways in which philosophy finds expression in literature and literature finds significance in philosophy. The focus of this examination will be the work of the great Victorian novelist George Eliot and the major philosophical ideas and texts that influenced her, including the work of Spinoza, Feuerbach and J. S. Mill (among others). We will discuss these philosophical texts separately and in detail, and consider how Eliot refashioned them in the context of two of her novels, *The Mill on the Floss* and *Middlemarch.* As part of our interdisciplinary interest, we will reflect on the basic categories of the "literary" and the "philosophical," asking what it means to read novels "as philosophy" and to read philosophy "as literature." *Students may register for either ENG 150 or PHIL 150 and credit will be granted accordingly.*

Prerequisite: Open only to first-year students.
Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

ENG 150 First Year Colloquium in Literature and the History of Ideas

A team-taught interdisciplinary seminar for first-year students that brings the perspectives of such disciplines as philosophy, psychology, and history to bear on the traditional study of literature.

Ko and Lynch (English)
Topic B for 2008-09: Estranged Bedfellows of Literary History: Chaucer and Shakespeare. This team-taught course will complicate the model of literary history that locates Chaucer and Shakespeare firmly on different sides of a bright historical line between the Middle Ages and the Renaissance. Even in comparison to other Renaissance writers, Shakespeare was deeply interested in medieval topics, as can easily be seen in tragedies such as *Macbeth* and *King Lear.* Chaucer, on the opposite side of the medieval/modern divide, was uncannily modern and cosmopolitan, not only reformist-minded in religious matters but also fascinated by philosophical paradox and interested in representing new modes of subjectivity in his poetry. Likely readings include the Merchant's Tale and Franklin's Tale from the *Canterbury Tales* and selections from Chaucer's romantic poem *Troilus and Criseyde*, sometimes called the first novel in the English language, alongside Shakespeare's much darker *Troilus and Cressida* and *Romeo and Juliet*, concluding with Shakespeare's magnificent late romance *The Tempest.*

Prerequisite: None. Open only to first-year students.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

EXP 123 The Art of Reading: An Introduction to Literary Theory
Parussa (Italian Studies)
What is literary theory? What's its use? Where does it come from? These are just some of the questions that will be addressed in this course dedicated to the exploration of the most important theories for the interpretation of literary texts. Students will read essays on various methods of textual reading and will apply them to the interpretation of major texts of world literature. Each week we will combine the presentation of a different method of textual interpretation with the discussion of a classic world literature. This course will show how theories have represented a challenge to the traditional literary canon; and it will also provide students with intellectual tools that will enable them to interpret other texts they will encounter in their future.

Prerequisite: Open only to first-year students.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

GEOS 110 The Coastal Zone: Intersection of Land, Sea and Humanity with Laboratory
Argow (Geosciences)
NOT OFFERED IN 2008-09. OFFERED IN 2009-10. This first year course will focus on physical processes that frame ecological and human interactions within the dynamic coastal environment. At local beaches and shorelines, students will observe, sample, and measure coastal processes in action to answer such questions as: Why do some beaches lose sand, where does it go, and what should we do about it? What are coastal wetlands, and how do they form and function? Field trips will be supplemented by information drawn from popular and scientific literature and media. The final project will involve field and laboratory research on local coastal issues, including management implications. Weekend field trip required. This course is for all first year students interested in the natural world, how it works, and why.

Prerequisite: Open only to first-year students.
Distribution: Natural and Physical Science
Semester: N/O. Offered 2009-10. Unit 1.25

GEOS 111 The Yucca Mountain Problem: Where Should We Put Nuclear Waste?
Besancon (Geosciences)
Choices about disposal of radioactive materials will affect countless future generations. Focusing on the proposed storage facility at Yucca Mountain, Nevada, we will examine the important scientific questions that must be answered for long-term safety of a nuclear repository. Students will learn the scientific principles governing risk assessment, groundwater movement, volcanism, earthquakes, and the groundwater properties of the repository rocks, and how each affects the safety of the proposed containment facility. We will also examine the evidence and methods used to predict how the waste and the containers designed to hold it will behave for long periods. Students will identify key issues and produce small group projects examining some of the scientific issues raised by this controversial proposal.

Prerequisite: Open only to first-year students.
Distribution: Natural and Physical Science
Semester: Fall, Spring Unit: 1.0

POL 108 State and Society in Contemporary China

NOT OFFERED IN 2008-09. This course will use the case of contemporary China to introduce students to the discipline and major subfields of political science. To illustrate the subfield of comparative politics, our analysis of modern China's political development and government will be placed in the context of the experiences of other developing nations and (former) communist party-states. Political theory will be a thread throughout the course as we explore ideas from Confucianism to Communism that have shaped political life in China. For international relations, we will look at China's recent rise as one of the world's great powers. As an example of American politics in action, we will study the various influences that go into the making of US China policy.

Prerequisite: Open only to first-year students.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 105 Doing Sociology—Applying Sociological Concepts to the Real World
Levitt (Sociology)
The goal of this course is to learn to analyze real life situations using sociological tools. The course is organized around a series of exercises that will teach students different analytical techniques and explore sociological theories and concepts. Projects may include reading novels, analyzing films, working with census data, interviewing, conducting surveys, participant observation, debating, and a small independent research project. Each project will focus on a sub-field in the discipline and will serve as a platform from which students can explore basic theories, analytic categories, and methods. Students will work individually, in pairs, and in small groups.

Prerequisite: Open only to first-year students.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

All **WRIT 125** classes, including those that satisfy requirements within majors, are intended for First Year students. Please refer to the section of the catalog for the Writing Program's offerings.

Many departments and programs recommend specific courses as entryways into their majors, and some reserve seats for first-year students. Please consult the First Year Program website at http://www.wellesley.edu/FirstYear/ or the relevant department for more information.

Department of French

Professor: *Mistacco, Gillain[A], Lydgate[A], Respaut, Levitt (Chair), Masson, Datta[A2]*

Associate Professor: *Petterson, Prabhu*

Assistant Professor: *Gunther*

Instructor: *Bilis*

Senior Lecturer: *Egron-Sparrow, Tranvouez*

Visiting Lecturer: *Holderness*

The French department's courses develop skills in the language of France and French-speaking countries and offer access to cultures that are rich in tradition and have important roles to play in a rapidly diversifying Europe and a rapidly contracting world. All but one of our courses, from elementary to advanced, are taught in French. Their topics, in literature and culture, span ten centuries, from the Middle Ages to the present. In addition to opening cultural doors, the department's courses help students develop a number of critical skills and habits—linguistic, analytical, interpretive, expressive.

All our students, majors and non-majors alike, are encouraged to spend a year or semester abroad in France or a Francophone country as a way of deepening their academic learning with real-time experience. A student who has mastered enough French to enter sympathetically into the language's many cultures is likely to be more complexly understanding, more subtly perceptive, more keenly articulate and more expansively communicative than her neighbor who has not. To move within more than one frame of cultural reference and to have French sounds and songs and bilingual jokes in one's head are deep intellectual pleasures. They are also highly useful tools in the real world because they foster the ability to see reality from the standpoint of others as well as from one's own. In an age of globalization this is a valuable skill—in diplomacy, business, politics, and of course in human relations.

All but one of our courses are taught in French, and many students complete a year or semester of coursework abroad in a Francophone region, the vast majority in France. Early in the language cycle students encounter material from different parts of the world, from historical periods that range from the medieval to the contemporary, and in a variety of genres and media. They encounter as well a number of different approaches to reading and analyzing texts: historical, sociological, psychological, and literary—including the perspectives of race and gender and women's studies. Students who graduate from our program have gone on to further study in (among other areas) the law, medicine, international relations, museum science, art and art history, English, French, and Middle Eastern Studies, as well as to careers in publishing and on Wall Street and Madison Avenue. Graduates routinely report that their skills in French are a significant asset in pursuing careers with international organizations and companies.

All but one of our courses are conducted in French. Oral expression and composition are stressed.

The Wellesley College language requirement is normally met with the completion of either FREN 201-202 or FREN 203. Students who present an AP score of 3 or an SAT II score between 600–640 can satisfy the requirement by taking FREN 205. Students who present an AP score of 4 or an SAT II score between 650–680 can satisfy the requirement by taking one of the following courses: FREN 206, 207, 208 or 209. All incoming students are required to take the placement test. Any discrepancy between a student's AP score and her score on the departmental placement test will be resolved by the placement committee.

The numbering of 200-level courses does not denote increasing levels of difficulty; 200-level courses above 209 may be taken in any sequence, although students planning to study abroad should take 210 or 211 as soon as possible. Please see Directions for Election at the end of this section for information about the major.

Qualified students are highly encouraged to live at the Maison Française and to spend their junior year or semester in France in the Wellesley-in-Aix program. They are also encouraged to participate in the French department's Wintersession course in Paris and to inquire about summer internship possibilities in France or another Francophone country.

The French Department also offers an interdepartmental major in French Cultural Studies. This major is intended for students whose interests in the French and Francophone world are primarily cultural and historical. Students are directed to the description of the major and its directions for election, which appear at the end of the French curriculum.

FREN 101-102 Beginning French I and II
Bilis, Holderness, Staff
Systematic training in all the language skills, with special emphasis on communication, self-expression, and cultural insights. A multimedia course based on the video series French in Action. Classes are supplemented by regular assignments in a variety of video, audio, print and Web-based materials to give students practice using authentic French accurately and expressively. Three periods. *Each semester earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Open to students who do not present French for admission or by permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 1.0

FREN 103 Intensive French I
Egron-Sparrow
Intensive training in French. The course covers the material of French 101-102 in a single semester. Five class periods four days a week. For students with little or no previous study of French. This is a demanding course designed for students interested in taking a junior year or semester abroad. Not recommended for students seeking to fulfill the foreign language requirement in French.

Prerequisite: Open to students who do not present French for admission or by permission of the instructor.
Distribution: None
Semester: Fall Unit: 1.25

FREN 201-202 French Language, Literatures, and Cultures
Gunther, Holderness, Petterson, Prabhu, Staff
Reading, writing, and speaking skills are developed through analysis and discussions of short

stories, plays, poems, films, and newspaper articles from France and the Francophone world. Three periods. *Each semester earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course. Students beginning with 202 must take one of the following courses: 205, 206, 207, 208 or 209, in order to complete the requirement. The 201-202 sequence should be completed within three consecutive semesters.*

Prerequisite: 102 or 103, SAT II score of 500-590, or an equivalent departmental placement score, or an AP score of 1 or 2 or permission of the instructor.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

FREN 202 French Language, Literatures, and Cultures

Staff

In this Wintersession course, reading, writing, and speaking skills are developed through analysis and discussions of short stories, plays, poems, films, and newspaper articles from France and the Francophone world. *Subject to Dean's approval. Not offered every year.*

Prerequisite: Open only to students who receive B+ or better in 201 the previous semester.
Distribution: Language and Literature
Semester: Wintersession Unit: 1.0

FREN 203 Intensive French II

Egron-Sparrow

The continuation of French 103. Systematic training in all the language skills. Five class periods four days a week. The course is equivalent to French 201-202, and is designed to prepare students to qualify for study abroad after two further courses in French: a unit of French 206, 207, 208, or 209 and a unit of French 210 or 211.

Prerequisite: Open only to students who have completed French 103 or 102 by permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.25

FREN 205 Literature and Film in Cultural Contexts

Mistacco

Discussion of modern literature and film in their cultural contexts. Training in techniques of literary and cultural analysis. Materials include novels, short stories, poetry, films, screenplays, and videos from France and the Francophone world. Vocabulary building and review of key points of grammar. Frequent written practice. Attention to oral skills and listening comprehension as needed.

Prerequisite: 202 or 203, an SAT II score of 600-640, an equivalent departmental placement score, or an AP score of 3.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

FREN 206 Intermediate Spoken French

Respaut, Tranvouez

Practice in conversation, using a variety of materials including newspaper articles, radio and television broadcasts, advertisements, and films. This course is designed to develop oral proficiency and listening comprehension, with necessary attention to the other skills—reading, and writing.

Prerequisite: 202, 203, or 205, an SAT II score of 650-680, an equivalent departmental placement score, or an AP score of 4.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

FREN 207 Perspectives on French Culture and Society: French Identity in the Age of Globalization

Datta

In this introduction to French society and culture, we will examine France's identity crisis at the beginning of the twenty-first century. From its historical position of political, economic, and intellectual leadership in Europe and the world, France is searching to maintain its difference as a defender of quality over mass appeal and the proud values of its national tradition in the face of increasing globalization. Topics covered include Franco-American relations, the European Union, immigration, the family, and the role of women in French society. Readings are drawn from a variety of sources: historical, sociological, and ethnographic. Magazine and newspaper articles, along with television programs and films will provide supplementary information.

Prerequisite: 202, 203, or 205, an SAT II score of 650-680, an equivalent departmental placement score, or an AP score of 4.
Distribution: Language and Literature or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

FREN 208 Women and Literary Tradition

Mistacco

An introduction to women's writing from Marie de France to Marguerite Duras, from the Middle Ages to the twentieth century. The course is designed to develop an appreciation of the evolution of women's writing across the centuries and of women's place in French literary history. Special attention is given to the continuities among women writers and to the impact of their minority status upon their writing. Well-known writers, such as Christine de Pizan, Louise Labé, Beauvoir, Colette and Duras, and lesser-known figures, such as Hélisenne de Crenne and the fairy tale *conteuses*, Aulnoy, Villeneuve and Le Prince de Beaumont, are studied.

Prerequisite: 202, 203, or 205, an SAT II score of 650-680, an equivalent departmental placement score, or an AP score of 4.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

FREN 209 Studies in Literature

Masson

NOT OFFERED IN 2008-09. Topic for 2007-08: Contemporary Theater and Contemporary Issues. Reading and analysis of plays performed in France at the end of the twentieth and beginning of the twenty-first century. Introduction to the techniques of reading dramatic works. Emphasis on oral discussion of the representation of contemporary issues in various plays.

Prerequisite: 202, 203, or 205, an SAT II score of 650-680, an equivalent departmental placement score, or an AP score of 4.
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

The prerequisites for all 200-level French courses from 210 on are the same (except for FREN 232 which is taught in English). These upper 200-level French courses may be taken in any order. Students preparing to spend their junior year in France or a Francophone country should taken FREN 210 or 211 as soon as possible.

FREN 210 French Literature and Culture through the Centuries: From Classicism to the Present

Tranvouez, Petterson

A study of major authors in their cultural contexts from the seventeenth century to the twentieth with emphasis on textual analysis and essay writing in French. Readings will be drawn from the following authors: Corneille, Molière, Montesquieu, Voltaire, Diderot, Beaumarchais, Balzac, Flaubert, Gide, Sartre, Camus, Duras, and Bâ.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an AP score of 5, or an equivalent departmental placement score.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

FREN 211 Studies in Language

Mistacco, Masson, Tranvouez

Comprehensive review of French grammar, enrichment of vocabulary, and introduction to French techniques of literary analysis, composition, and the organization of ideas.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an AP score of 5, an equivalent departmental placement score.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

FREN 213 From Myth to the Absurd: French Drama in the Twentieth Century

Masson

An investigation of the major trends in modern French drama: the reinterpretation of myths, the influence of existentialism, and the theater of the absurd. Special attention is given to the nature of dramatic conflict and to the relationship between text and performance. Study of plays by Anouilh, Cocteau, Giraudoux, Sartre, Camus, Ionesco, Beckett, and Genet.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

FREN 214 Desire, Power, and Language in the Nineteenth-Century Novel

Tranvouez

Ambition, passion, and transgression in major works by Balzac, Sand, Flaubert, and Zola. Analysis of narrative techniques that organize the interplay of desire and power against which individual destinies are played out in post-Revolutionary France. Realism and the representation of reality in the context of a society in turmoil.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

FREN 215 Baudelaire, Verlaine, Rimbaud

Respaut

NOT OFFERED IN 2008-09. This course emphasizes close study of a body of poetry which ranks among the most influential in Western literature, and which initiates modern poetics. Baudelaire will be treated in relation to romanticism and conceptions of the modern. In Verlaine, we will study the development of free verse and the liberation of poetic form. The course will conclude by confronting Rimbaud's effort to "changer la vie" through his visionary and surreal writing. Analysis of texts and their historical context, through a variety of theoretical approaches.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 216 Mothers and Daughters

Mistacco

NOT OFFERED IN 2008-09. This course will examine the mother/daughter relationship in French literature, in autobiographical writing including personal correspondence, and in art from the eighteenth century to the present in the context of evolving concepts of motherhood and the education of girls in French culture. Recent feminist criticism will be brought to bear on the conflicts and complexities of the mother/daughter dyad, highlighting both its enabling and engulfing aspects and its role as a vehicle for transmitting societal values as well as challenging them. Authors and artists include: Lambert, Genlis, Rousseau, Charrière, Vigée-Lebrun, Sand, Desbordes-Valmore, Ségur, Cassatt, Colette, Irigaray, Cixous, and Chawaf.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT score of 690-800, an AP score of 5, or an equivalent departmental placement score.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 217 Books of the Self

Lydgate

NOT OFFERED IN 2008-09. This course focuses on texts that seek to reveal the reality of the self in the space of a book, including readings of confessional and autobiographical works by the twentieth-century writers Camus, Annie Ernaux, Roland Barthes, and Maryse Condé, and by their literary ancestors Augustine, Abélard, Montaigne, and Rousseau. Themes examined include: the compulsion to confess; secret sharing vs. public self-disclosure; love, desire, and language; the search for authenticity; dominant discourse and minority voices; the role of the reader as accomplice, witness, judge, confessor.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.
Distribution: Language and Literature or Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

FREN 218 Négritude, Independences, Women's Issues: Francophone Literature in Context

Prabhu

NOT OFFERED IN 2008-09. This course seeks to understand key concerns of writers from the colonized world. We will study writing in different genres by the young African writers and poets who met in Paris in the early twentieth century. We will discuss issues concerning women in independence movements and later in the newly independent nations. The impact of colonialism and independence on different indigenous societal institutions, polygamy in particular, will be central to the later readings.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 219 Love/Death

Respaut

This course investigates the connection between fiction and film and our fundamental preoccupation with the issues of love and death. Texts ranging from the Middle Ages to the twentieth century are studied, with an eye toward understanding how the thematics of love and death are related to story structure, narration, and the dynamics of reading.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

FREN 222 French Cinema

Gillain

NOT OFFERED IN 2008-09. A survey of French cinema with a focus on three key periods: the 30s, the 60s and the 90s. Starting with classics by Jean Renoir, Marcel Carné, and Julien Duvivier, the course will study the stylistic revolution brought about by the New Wave and the mark it has left on recent French cinema. The films will be analyzed from a variety of perspectives: political and socio-economic contexts, gender representations, narrative patterns, and visual metaphors of subjectivity.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an AP score of 5, or an equivalent departmental placement score.
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

FREN 223 The Paris of Poets

Petterson

An examination of Paris as historical urban inspiration for French poetry and the visual arts. Special attention to Parisian artistic life during the late nineteenth-century reconstruction of Paris and the twentieth and twenty-first centuries. Poems by Hugo, Baudelaire, Rimbaud, Verlaine, Apollinaire, Breton, Desnos, Ponge, Senghor, Prévert, Queneau, Bonnefoy, Dupin, Chedid, Réda, Roubaud, Hocquard.

Prerequisite: At least one unit of 206, 207, 208, or 209 or above, an SAT II score of 690-800, an AP score of 5, or an equivalent departmental placement score.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

FREN 224 Versailles and the Age of Louis XIV

Bilis

Louis XIV sought to present his royal court at Versailles as the ultimate in monarchical splendor and power. Yet writers who frequented the court focus on its dangerous intrigues, moral corruption and petty rivalries. This course will explore this discrepancy through close study of official and unofficial productions of the court. Royal paintings, medallions, architecture, ceremonies and official historiography all foreground the Sun King's glory; novels, memoirs, letters and moral treatises seem to undo the very notions of courtly magnificence put forward by the monarchy. Both elements are crucial to understanding the social, political, religious and artistic practices that defined the court. Recent films and historical works on Versailles will help us evaluate its legacy for contemporary French culture.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an AP score of 5, or an equivalent departmental placement score.
Distribution: Language and Literature or Historical Studies
Semester: Fall Unit: 1.0

FREN 225 The French Press

Gunther

This course is designed for students who want to become more familiar with the French media, to keep up with current events and to know more about the differences between the perspectives of French and American news sources with regard to current issues. The course is also intended to improve students' reading, writing, and speaking skills in French.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an AP score of 5, or an equivalent departmental placement score.
Distribution: Language and Literature or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

FREN 226 Speaking through Acting

Masson

Improvement of French oral skills and public speaking skills through the use of acting techniques. Intensive analysis of short literary texts and excerpts from several plays with emphasis on pronunciation, diction, elocution, acting and staging.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an AP score of 5, or an equivalent departmental placement score.
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

FREN 228 Wintersession in Paris: The Paris of Balzac and Zola

Tranvouez

NOT OFFERED IN 2008-09. An examination of the rapid modernization and urbanization (haussmanization) of Paris in the Nineteenth Century and the changes it brought to the life of Parisians. Two authors fond of Paris: Balzac, the eternal Parisian wanderer, and Zola, the social scientist, will be the focus of this course. Balzac witnesses the birth of the bourgeoisie and of the power of money; Zola evokes the monsters they engender. While in Paris, we will follow their steps and explore the neighborhoods dear to Balzac as well as the modern Paris Zola describes in his novel. *Not offered every year. Subject to Dean's Office approval.*

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an AP score of 5, or an equivalent departmental placement score. Application required.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 229 America through French Eyes: Perceptions and Realities

Datta

NOT OFFERED IN 2008-09. The French have long been fascinated by the United States, especially since the end of the Second World War. At times, the U.S. has been seen as a model to be emulated in France; more often, it has stood out as the antithesis of French culture and values. This course examines French representations of the United States and of Americans through an examination of key historical and literary texts—essays, autobiographies, and fiction—as well as films. Topics to be explored include: representations of African-Americans in French films (Josephine Baker), French views of

Taylorization, the Coca-Cola wars of the 1950s, French-American tensions during the Cold War, especially under de Gaulle, as well as more recent debates about Eurodisney, McDonald's, Hollywood, globalization, and multiculturalism.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.
Distribution: Language and Literature or Historical Studies
Semester: N/O Unit: 1.0

FREN 232 Occupation and Resistance: The French Memory and Experience of World War II (in English)

Datta

Few experiences in recent French history have marked French collective memory as profoundly as the Second World War. During these years, the French dealt not only with the trauma of defeat and the German Occupation, but also with the divisive legacy of the collaborationist Vichy regime, headed by Marshal Philippe Pétain, a revered World War I hero. Memories of the war have continued to mark the public imagination to the present day, manifesting themselves in the various arenas of French national life. This course examines the history and memory of the French experience of World War II through historical documents, memoirs, films, literature, and songs. *Does not count toward the minimum major in French.*

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

FREN 237 Saint-Germain-des-Prés

Lydgate

NOT OFFERED IN 2008-09. The legendary sixth arrondissement neighborhood as a cultural crucible in post-Liberation Paris. Saint-Germain-des-Prés as the locus of an unprecedented concentration of literary and artistic talent after 1945: existentialists, writers, artists, café intellectuals, and nonconformists. The discovery of jazz and American popular culture. Saint-Germain and the myth of the Left Bank. Study of texts by Sartre, Camus, Simone de Beauvoir, Boris Vian, Raymond Queneau; songs by Juliette Gréco and others; newsreel, film and audio documents of the period.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5. Not open to students who have taken 228 in Wintersession 2006.
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

FREN 301 Books and Voices in Renaissance France

Lydgate

NOT OFFERED IN 2008-09. Innovative writers in sixteenth-century France and the ideas and forms of expression they explored in the early decades of printing. The persistence of oral culture and the search for a voice in print; the triumph of French over Latin as a literary language of subtlety and power; the collisions of propaganda and censorship in a century torn by religious strife; the emergence of new audiences and new strategies of narration and reading. Readings in prose works by Rabelais, Montaigne, Calvin, Marguerite de Navarre; poetry by du Bellay, Ronsard, and Louise Labé. Periodic reference to resources of The Rare Books Collection in the Wellesley library.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 303 Advanced Studies in Seventeenth and Eighteenth Centuries

Billis

Topic for 2008-09: Long Live the Queen: Women, Royalty and Power in *Ancien Régime* France. This seminar will examine historical, cultural and literary portrayals of female royalty in seventeenth-century France. As an object of exchange among European powers through arranged marriage, and as the physical carrier of future kings - able to rule, but not in her own name - the queen challenges traditional political and artistic representations of power. During the *ancien régime* three women regents - Catherine de Medici, Marie de Medici and Anne d'Autriche, all of them foreigners - at times governed the French kingdom. Analysis of their social, symbolic and political status reveals the paradoxes of a woman exercising sovereignty in a period when the king's body comes to define the State. Readings will include Corneille, Racine, Lafayette, Perrault and Saint-Réal.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.
Distribution: Language and Literature or Historical Studies
Semester: Spring Unit: 1.0

FREN 304 Male and Female Perspectives in the Eighteenth-Century Novel

Mistacco

NOT OFFERED IN 2008-09. Drawing from feminist inquiries into the politics of exclusion and inclusion in literary history, the course examines, in dialogue with masterpieces authored by men, novels by major women writers of the period. Though much admired in their time, these novels were subsequently erased from the pages of literary history and rediscovered only in the late twentieth century. In this course we will reconsider this particular literature of female dissent along with key novels by men as part of a crisis in legitimacy that led to the French Revolution. Works by Prévost, Claudine-Alexandrine de Tencin, Françoise de Graffigny, Marie-Jeanne Riccoboni, Rousseau, Diderot, Laclos, and Isabelle de Charrière.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 306 Literature and Inhumanity: Novel, Poetry, and Film in Interwar France

Petterson

NOT OFFERED IN 2008-09. This course will examine the confrontation between literature and inhumanity through the French literature, poetry, and film of the early twentieth century. Poetry by Guillaume Apollinaire, Robert Desnos, André Breton, Francis Ponge, and René Char, films by Luis Buñuel, and novels by André Gide, Jean-Paul Sartre, and André Malraux all serve to illustrate the profound crisis in human values that defined and shaped the twentieth century.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 307 The Contemporary French Novel and the Pleasure of the Text

Petterson

NOT OFFERED IN 2008-09. In mental landscapes ranging from the excruciatingly personal to the desperately impersonal, and in geographical settings that vary from high-paced urbanism to plodding ruralism, the contemporary French novel invites us to reassess the formal, political, cultural and historical stakes of writing and reading fiction in the twenty-first century. This course explores in depth the subtle pleasure of the text in works by some of France's more brilliant and intriguing contemporary authors: Jean-Philippe Toussaint, Danièle Sallenave, Jean Echenoz, Lydie Salvayre, Marie Redonnet, François Bon, Patrick Modiano, Iegor Gran.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 308 Advanced Studies in Language

Petterson

The art of translation and its techniques are studied through analysis of the major linguistic and cultural differences between French and English. Translations from both languages will serve to explore past and present-day practices and theories of translation.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above. Open to juniors and seniors only or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

FREN 313 George Sand and the Romantic Theater

Masson

George Sand, multifaceted woman and influential writer, allows us to explore the romantic theater as well as the overall theater production of the nineteenth century. The fact that Sand's theater was overlooked in her time and subsequently forgotten raises important questions of public recognition and literary posterity that we will examine.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

FREN 314 Cinema

Gillain

NOT OFFERED IN 2008-09. François Truffaut: An in-depth review of Truffaut's overall contribution to cinema. Includes readings from his articles as a film critic, a study of influences on his directorial work (Renoir, Hitchcock) and a close analysis of twelve of his films using a variety of critical approaches: biographical, historical, formal, and psychoanalytical.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

FREN 318 Narrative in the Twentieth Century

Mistacco

NOT OFFERED IN 2008-09. This course explores innovative fiction by major novelists spanning the twentieth century, from André Gide at the threshold of "the age of suspicion" (Sarraute) on. Challenges to canonical narratives, discourses of mastery and authoritative modes of storytelling in a wide variety of revolutionary works, including absurdist, avant-garde, and feminist texts are examined. Literary, historical, and cultural perspectives will be brought to bear on these narrative which chart vital developments in the twentieth-century novel. Authors include André Gide, Marcel Proust, Nathalie Sarraute, Albert Camus, Samuel Beckett, Marguerite Duras, and Alain Robbe-Grillet.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 319 Women, Language, and Literary Expression

Mistacco

This course explores the notion of difference in fiction by twentieth-century women writers in France. It examines challenges to literary conventions, patriarchal thinking and the dominant discourse in major works by Beauvoir, Colette, Chawaf, Wittig, Duras, and Djebar. Attention is focused on gender as a site of dissidence and on the creative possibilities as well as the risks involved in equating the feminine with difference. Perspectives on women, writing, and difference in colonial and postcolonial contexts. Selected readings from foundational and recent works by feminist theoreticians including Cixous, Kristeva, and Irigaray.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

FREN 321 Selected Topics

NOT OFFERED IN 2008-09.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 327 A Fascination with Bodies: The Doctor's Malady

Respaut

The addictive interplay between doctors and patients as reflected in a variety of nineteenth- and twentieth-century writings, and in photography and film. The course will investigate the effect of sickness on family structure and the struggle with illness as a desperate "dancing with the beast", touching on mental and physical suffering of various kinds—hysteria and alcoholism, childbirth and abortion, tuberculosis, cancer, AIDS—represented in novels and short stories from Barbey d'Aurevilly to Gide, in the reflections of historians and psychologists (Michelet, Charcot), and in biographies, personal accounts and autofictions by Guibert and Ernaux.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

FREN 329 Colette/Duras: A Pleasure unto Death

Respaut

NOT OFFERED IN 2008-09. Two prolific authors whose works embrace the span of women's writing in the twentieth century and who correspondingly illustrate the essential features of modern expression by women. Attention to the phases of a woman's life, sexuality, the figure of the mother, exoticism and race, and the relation between fiction and autobiography.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 330 French and Francophone Studies

Prabhu

The course examines various texts from the post-independent Francophone world to understand pressing concerns in different postcolonial regions. Close attention will be paid to narrative techniques while studying questions concerning the relationship with the metropolis and the functioning of language(s). Includes a brief introduction to the history of Francophone literature. Texts by Driss Chraïbi, Maryse Condé, Axel Gauvin, Assia Djebar.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

FREN 331 Desire, Sexuality, and Love in African Francophone Cinema

Prabhu

NOT OFFERED IN 2008-09. An exploration of interpersonal relationships within traditional or transgressive couples in African Francophone Cinema. Consideration of various cultural and social backgrounds will frame our discussion of such controversial issues as cliterodectomy, polygamy, and homosexuality.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004), or 211 or above.
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

FREN 332 Myth and Memory in Modern France: From the French Revolution to May 1968

Datta

NOT OFFERED IN 2008-09. This course explores the way in which the French view their past as well as the myths they have created to inscribe that past into national memory. Through an approach simultaneously thematic and chronological, modern French history and culture will be examined from the perspective of "les lieux de mémoire," that is, symbolic events (Bastille Day), institutions (the Napoleonic Code), people (Joan of Arc), and places (Sacré-Coeur) that have shaped French national identity. The course begins by analyzing such concepts as the nation and the hexagon, and proceeds to the legacy of key moments in French history, among them the French Revolution and the Napoleonic era, the establishment of the Third Republic, the two World Wars, the Algerian conflict, and the events of May 1968.

Prerequisite: Two 200-level units, one of which must be 210 (if taken fall of 2004 or later), or 211 or above.
Distribution: Language and Literature or Historical Studies
Semester: N/O Unit: 1.0

FREN 349 Studies in Culture and Criticism

Topic A: La Belle Époque: Politics, Society, and Culture in France: 1880–1914

Datta

NOT OFFERED IN 2008-09. In the aftermath of World War I, French men and women viewed the preceding years as a tranquil and stable period in French history. Yet during the era, subsequently known as *la belle époque*, the French experienced changes of enormous magnitude: the emergence of both consumer culture and a working class, the development of a national press, and the expansion of an overseas colonial empire. Such ebullience was reflected in the emergence of Paris as the capital of the European avant-garde. Drawing on literary texts and historical documents, as well as on films, posters, and songs, this interdisciplinary course examines French society, politics, and culture during the era, which ushered France into the modern age.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.
Distribution: Language and Literature or Historical Studies
Semester: N/O Unit: 1.0

Topic B: France and Europe: Ambiguities, Obstacles, and Triumphs

Gunther

NOT OFFERED IN 2008-09. After an introduction to various social, cultural and political aspects of contemporary France and the French, we will turn our attention to issues surrounding France's role in the project to unify Europe. We will examine how France's anxieties and hopes for the Union are shared by other European nations, and how France is experiencing membership in the European Union differently from its neighbors, in ways that reflect its unique history and culture. Readings will be drawn from a variety of disciplines, including texts by historians, political scientists, sociologists and economists.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.
Distribution: Language and Literature or Historical Studies
Semester: N/O Unit: 1.0

Topic C: Liberty, Equality, Sexualities: How the Values of the French Republic Have Both Protected and Limited Sexual Freedoms

Gunther

An examination of sexualities and genders in France that addresses the questions of why the French seem so comfortable with sex while at the same time so constrained by gender roles and why French movements for gay rights and women's rights have had such difficulty cooperating. The answers lie in the paradoxical relationship between France's relative indifference toward sexuality, on the one hand, and its fixation with gender difference, on the other. At the end of the semester, the course will focus on recent changes in discussions of gender and sexuality and address the issue of whether traditional paradigms for explaining gender and sexuality in France still apply or whether the French might be entering a new sexual era.

Prerequisites: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.
Distribution: Language and Literature or Historical Studies
Semester: Spring Unit: 1.0

FREN 350 Research or Individual Study

Prerequisite: Two 200-level units above 206.
Distribution: None
Semester: Fall, Spring Unit: 1.0

FREN 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

FREN 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Directions for Election

One-hundred and two-hundred level courses. FREN 101-102, 103 and 201 (starting with the class of 2011) count toward the degree but not toward the major. First-year students who have not studied French and would like to study abroad should begin with 103. Students who begin with 101-102 in college and who plan to study abroad should consult the chair of the department during the second semester of their first year.

Majors. Majors are required to complete a minimum of eight units, including the following courses or their equivalents: FREN 210 (if taken Fall 2004 or later) or 211 and 308. The goals of a coherent program are: (a) oral and written linguistic competence; (b) acquisition of basic techniques of reading and interpreting texts; and (c) a general understanding of the history of French literature and culture. FREN 232, which is taught in English, does not count for the minimum major in French. All majors must take two 300-level French courses at Wellesley College. FREN 350, 360 and 370 do not count towards the minimum requirement of two 300-level courses for the major. No more than two courses taken credit/noncredit at Wellesley College may be applied to the French major. Students planning to major in French should consult with the chair of the French department.

Honors. The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. Students must complete a 300-level course or its equivalent before the fall of senior year. In addition, a 300-level course is to be taken concurrently with 360-370. See Academic Distinctions.

Students interested in an interdepartmental major in French cultural studies are referred to the listing for this interdepartmental program.

Graduate Studies. Students planning graduate work in French or comparative literature are encouraged to write an honors thesis and study a second modern language and/or Latin.

Advanced Placement Policies and Language Requirement. A student entering Wellesley must have an Advanced Placement score of 5 or an SAT II score of 690 to satisfy the foreign language requirement. All incoming students are required to take the departmental placement test. Any discrepancy between a student's AP score and her score on the departmental placement test will be resolved by the placement committee. Any student who takes a language course at another institution and would like college credit must have permission in advance and take the French placement test upon her return to verify she has attained the required level.

Teacher Certification. Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the chair of the education department.

French Cultural Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Datta*[A2] *(French)*

The French Cultural Studies major is intended for students whose interests in the French and Francophone world are primarily cultural and historical. This interdepartmental major combines courses from the department of French with those in Africana studies, art, history, music, political science, or any other department offering courses on France or Francophone countries. The French department's courses in history and society are the core of the program. These courses examine institutions, political and social movements, along with the mass media, using methodologies grounded in the social sciences, primarily history and sociology. Other French department offerings in the field include courses that place literature and film in a social context. French cultural studies majors ordinarily work closely with two advisors, one from the French department and one from their other area of concentration.

Directions for Election

One-hundred and two-hundred level courses. FREN 101-102, 103 and 201 (starting with the class of 2011) count toward the degree but not toward the major. First-year students who begin with 101-102 in college and who plan to study abroad should consult the chair of the department during the second semester of their first year.

Majors. The major in French cultural studies consists of a minimum of eight units. At least four units in the French department above the 100 level are required including 207 and 210 (if taken Fall 2004 or later) or 211. In special cases, an upper-level culture course in French approved by the program director may be substituted for FREN 207. At least one unit in French at the 300 (advanced) level is required. All majors must take two 300-level courses at Wellesley College. FRST 350, 360 and 370 do not normally count towards the minimum requirement of two 300-level courses for the major. In exceptional cases, this requirement may be waived by the FCS director and/or the chair of the French department. No more than two courses taken credit/noncredit at Wellesley College may be applied to the French cultural studies major.

Honors. The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. Students must complete a 300-level course or its equivalent before the fall of senior year. In addition, a 300-level course is to be taken concurrently with 360-370. See Academic Distinctions.

FRST 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

FRST 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

FRST 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

For courses not exclusively on France or a Francophone topic, students are expected to write their main paper(s) on a French theme. In addition, and in consultation with the director, research and individual study (350) may be approved. The procedure to be followed for Honors is identical to that for the French major.

Teacher Certification

Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the chair of the education department.

Related Courses

For Credit Toward the Major

AFR 207 Images of Africana People through the Cinema

AFR 251 Religion in Africa

AFR 280 Wintersession in Ghana

ARTH 268 Art, Architecture, and Pilgrimage in the Medieval World

ARTH 309 Seminar. Problems in Architectural History

ARTH 325 Seminar. Rococo and Neoclassical Interiors

ARTH 363 African Cinema

HIST 201 The Rise of the West?: Europe 1789–2003

HIST 208 Society and Culture in Medieval Europe

HIST 266 The Struggle over North Africa, 1800 to Present

HIST 279/379 Heresey and Popular Religion in the Middle Ages

HIST 334 Seminar. World Economics Orders, 1918–2008

HIST 365 Seminar. Research in African History

HIST 367 Seminar. Jewish Identities in the Modern World

HIST 390 Seminar. Race, Law, and Culture in Louisiana, 1699–1904

MUS 300 Seminar. Topic B: Being Modern in Paris

PHIL 221 History of Modern Philosophy

PHIL 224 Existentialism

POL4 347S Seminar. Politics, Literature and the Concept of Empire

Department of Geosciences

Professor: *French (Chair)*

Associate Professor: *Besancon, Brabander*[A2], *Hawkins*

Assistant Professor: *Argow*[A1]

Instructor in Geosciences Laboratory: *Gilbert, Mattison, Waller*

Geoscientists see the global environment as the sum of interactions between the solid Earth, water in its various forms, the atmosphere and living organisms including ourselves. Understanding the Earth's dynamically linked atmosphere, oceans and rocky infrastructure as the stage for human activities will be increasingly important if we are to make wise decisions about such issues as resource development, environmental health, and climate change, to name a bare few. The Geosciences Department offers courses with traditional geological perspectives on earth materials and earth history, as well as courses focused on modern settings like wetlands or polluted industrial sites where humans and nature collide. Course work is complemented by research opportunities grounded in both approaches.

All courses with laboratory meet for two periods of lecture and one three-hour laboratory session weekly.

GEOS 101 Earth Processes and the Environment with Laboratory

Brabander, Mattison

The Earth is home to more than six billion people and millions of kinds of animals and plants. Geologic processes both rapid (earthquakes and landslides) and slow (mountain building and sea level rise) are intimately linked with sustaining this diversity of life. This course will examine these and other processes in which the atmosphere, geosphere, and biosphere are linked via the flow of energy and mass. Laboratory and field trips will introduce skills needed to observe and document processes shaping our environment. Problem solving in small groups during class time will foster critical thinking, and classroom debates between larger teams will focus research and communications skills on current issues in geosciences such as building and removing dams, and the science surrounding global climate change.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken 102.
Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Fall Unit: 1.25

GEOS 102 The Dynamic Earth with Laboratory

Besancon, Mattison

Introduction to geologic processes ranging from microscopic growth of mineral crystals to regional erosion and deposition by water, wind, and ice to volcanism and earthquakes associated with global plate motions. A particular focus of the course will be to better understand the interactions between human activities and the geologic environment. Laboratory and field trips.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken 101.
Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Spring Unit: 1.25

GEOS 110 The Coastal Zone: Intersection of Land, Sea, and Humanity with Laboratory

Argow

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. This first year course will focus on physical processes that frame ecological and human interactions within the dynamic coastal environment. At local beaches and shorelines, students will observe, sample, and measure coastal processes in action to answer such questions as: Why do some beaches lose sand, where does it go, and what should we do about it? What are coastal wetlands, and how do they form and function? Field trips will be supplemented by information drawn from popular and scientific literature and media. The final project will involve field and laboratory research on local coastal issues, including management implications. Weekend field trip required. This course is for all first year students interested in the natural world, how it works, and why.

Prerequisite: Open to first-year students only.
Distribution: Natural and Physical Science
Semester: N/O. Offered in 2009-10. Unit: 1.25

GEOS 111 The Yucca Mountain Problem: Where Should We Put Nuclear Waste?

Besancon

Choices about disposal of radioactive materials will affect countless future generations. Focusing on the proposed storage facility at Yucca Mountain, Nevada, we will examine the important scientific questions that must be answered for long-term safety of a nuclear repository. Students will learn the scientific principles governing risk assessment, groundwater movement, volcanism, earthquakes, and the groundwater properties of the repository rocks, and how each affects the safety of the proposed containment facility. We will also examine the evidence and methods used to predict how the waste and the containers designed to hold it will behave for long periods. Students will identify key issues and produce small group projects examining some of the scientific issues raised by this controversial proposal.

Prerequisite: Open only to first-year students.
Distribution: Natural and Physical Science
Semester: Fall, Spring Unit: 1.0

GEOS 200 The Earth and Life through Time with Laboratory

Argow

The Earth and life have been continually changing throughout the 4.6 billion years of Earth history. We will explore these changes, including the tectonic evolution of mountain ranges, the changing landscapes and environments across the North American continent, and the origin, evolution, and extinction of the various life forms that have inhabited our planet. Laboratory will provide the students with the opportunity to examine Wellesley's extensive fossil collection and visit local field sites. *Normally offered in alternate years.*

Prerequisite: [100], 101, or 102
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

GEOS 201/ES 201 Methods and Problems in Environmental Science with Laboratory

Brabander

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. Problems in environmental science are inherently multidisciplinary and often require a diverse skill set to analyze and solve. This course will focus on developing a toolbox of skills including field methods, geochemical analysis (natural waters, soils, and other environmental materials), and modeling with a goal of being able to frame and solve environmental problems. Students will conduct semester-long research projects and will present their results in a final poster session. Laboratory. *Students may register for either GEOS 201 or ES 201 and credit will be granted accordingly.*

Prerequisite: One of the following: 101, 102, ES [100], ES 101 or permission of the instructor.
Distribution: Natural and Physical Science
Semester: N/O. Offered in 2009-10. Unit: 1.25

GEOS 203 Earth Materials with Laboratory

Hawkins

The solid Earth is composed of a wide range of materials including minerals, rocks and soils. Some of these are as familiar as building stone or bathroom cleanser in everyday life, while others must be sought in natural settings like mountain ranges or flood plains. This course will examine both the physical and chemical properties of earth materials and the processes that lead to their formation. Identification and interpretation of earth materials in the field and in the laboratory (via X-ray diffraction and microscopic analysis) will also be emphasized. Laboratory and field trips. *Normally offered in alternate years.*

Prerequisite: 101 or 102
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

GEOS 205 Vertebrate Paleontology: Revolutions in Evolution

Mattison

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. From fish to amphibian, "reptile" to mammal, dinosaur to bird, organisms on Earth have adapted to moving continents, climate variations and fluctuating sea levels. Students will piece together the history of vertebrate life using the paleontologist's tools: the fossil record, functional morphology, phylogeny and paleoecology. Two weekend field trips will be required. *Normally offered in alternate years.*

Prerequisite: 101, 102, BISC 111 or permission of the instructor.
Distribution: Natural and Physical Science
Semester: N/O. Offered in 2009-10. Unit: 1.0

GEOS 206 Structural Geology with Laboratory

Hawkins

This course will consist of weekly outings to nearby field areas where sedimentary stratification, lava flows and other igneous features, metamorphic foliations, unconformities, folds and faults can be seen in outcrop. Indoor sessions will introduce maps, cross sections and stereographic projection as methods for representing such structures, and establish the physical and tectonic conditions under which they form. Course will conclude with a student-led field trip and written field guide. Rain gear will be necessary. *Normally offered in alternate years.*

Prerequisite: 203 or permission of the instructor. Not open to students who have taken [GEOS 306].
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

GEOS 208 Oceanography

Argow

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. Covering 71% of the Earth's surface and encompassing 98% of Earth's water, the oceans are perhaps the most distinctive feature of our planet. Why does Earth have water? Why are the oceans salty? And what should every Congresswoman know about the largest habitat on Earth? Oceans impact humanity in countless ways, by controlling climate, navigation, and food and mineral resources. Come explore shoreline processes, submarine volcanism, tsunamis, tides, waves, ocean currents, ocean basin sediments, El Niño events, coral reefs, the deep abyss, and more.

Prerequisite: One of the following: 101, 102, ES [100], ES 101, CHEM 105, CHEM 120, PHYS 103, PHYS 104, PHYS 107, ASTR 100 or permission of the instructor. Not open to students who have taken [GEOS 100].
Distribution: Natural and Physical Science
Semester: N/O. Offered in 2009-10. Unit: 1.0

GEOS 210/ES 210 Hydrogeology—Water and Pollutants with Laboratory

Besancon

Investigation of water supply and use. Principles of surface and groundwater movement and water chemistry are applied to the hydrologic cycle to understand sources of water for human use. Mathematical groundwater models are used to understand groundwater movement and pollutant plumes. Quantity and quality of water and the limitations they impose are considered. Laboratory. Normally offered in alternate years. *Students may register for either GEOS 210 or ES 210 and credit will be granted accordingly.*

Prerequisite: 101 or 102 or permission of instructor.
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: Fall Unit: 1.25

GEOS 211 Geology and Human Affairs

NOT OFFERED IN 2008-09. Meeting challenges like groundwater protection, nuclear waste disposal, and future petroleum production must start with an understanding of the characteristics and history of a variety of geologic settings. This course will illustrate this approach through case studies highlighting Cape Cod glacial deposits contaminated by chemical spills from the Massachusetts Military Reservation, volcanic geology of the proposed nuclear waste repository at Yucca Mountain, Nevada and sedimentary rocks hosting oil resources in the Alaskan National Wildlife Refuge. There will be emphasis on reading and interpreting topographic and geologic maps as well as one required field trip. *Normally offered in alternate years.*

Prerequisite: 101, 102, ES [100] or 101.
Distribution: Natural and Physical Science
Semester: N/O Unit: 1.0

GEOS 213/ASTR 203 Planetary Geology

Bauer (Astronomy)

Spacecraft observations have revealed a breathtaking diversity of geologic features in the solar system, from ancient river valleys on Mars and violent volcanic eruptions on Io to ice fountains on Enceladus and the complex surfaces of comets. From a comparative point of view, this course examines the formation and evolution of the planets and small bodies in the solar system. Topics will include: volcanism, tectonic activity, impacts, and tides. *Students may register for either GEOS 213 or ASTR 203 and credit will be granted accordingly. Normally offered in alternate years.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement and any 100-level GEOS or ASTR course.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.0

GEOS 220 Volcanoes: Agents of Global and Regional Change with Wintersession Laboratory

Besancon

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. From Mount Saint Helens to Vesuvius to Krakatau, volcanoes affect global climate, change landscape evolution, and are sometimes the cause of tremendous disasters. Understanding the wide variety of phenomena associated with volcanoes provides a broad perspective on how science can be used to protect lives and further human needs and interests. Using geologic literature, Internet search, and a general text, we will study case histories of volcanoes on earth and through the solar system. Written papers and oral presentations will be important parts of the course. Required laboratory will be two weeks in and near Hawaii Volcanoes National Park during Wintersession and requires payment of additional fees. *Normally offered in alternate years. Subject to Dean's Office Approval.*

Prerequisite: Permission of the instructor and 101, 102 or ES [100] or ES 101.
Distribution: Natural and Physical Science
Semester: N/O. Offered in 2009-10. Unit: 1.25

GEOS 230 Earth from Above: Maps, Remote Sensing, and GIS

NOT OFFERED IN 2008-09. Paper maps and photographs are moving into digital form. Governments, consulting firms, and scientists use geographic information systems (GIS) and image analysis to manage natural resources, administer city infrastructure, search for water supplies, analyze land use, investigate relationships between environmental factors, and prepare maps of all types. Assignments examine a variety of problems in natural science and geography using ArcGIS software. *Normally offered in alternate years.*

Prerequisite: [GEOS 100], 101, 102, ES [100] or ES 101.
Distribution: Natural and Physical Science
Semester: N/O Unit: 1.0

GEOS 240 Climate Past and Future

NOT OFFERED IN 2008-09. The documented phenomenon of global warming raises pressing questions about future climate trends and what the world's population might expect if temperatures continue to rise. The science of this problem spans many spheres of Earth activity from present-day oceanic and atmospheric circulation to the geologic record of Pleistocene ice sheets and more extreme climatic events in the far distant past. Even plate motions have climatic impacts as increased volcanism associated with rapid sea floor spreading increases atmospheric carbon dioxide. This course will explore the dynamics of the modern climate system as well as multiple factors influencing climate history. All of these approaches are important for geoscientists and nonscientists alike who must promote intelligent action on global initiatives addressing problems such as anthropogenic carbon dioxide emissions. *Normally offered in alternate years.*

Prerequisite: 101, 102, ES [100] or ES 101.
Distribution: Natural and Physical Science
Semester: N/O Unit: 1.0

GEOS 250 Research or Individual Study

Prerequisite: Open by permission to students who have taken three Geosciences courses including 101 or 102. This course cannot be counted towards the minimum major in Geosciences.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GEOS 250H Research or Individual Study

Prerequisite: Open by permission to students who have taken three Geosciences courses including 101 or 102. This course cannot be counted towards the minimum major in Geosciences.
Distribution: None
Semester: Fall, Spring Unit: 0.5

GEOS 304 Sedimentology with Laboratory

Argow

Sedimentary rocks cover most of the Earth's present surface and contain evidence for past environments over geologic time. Understanding modern sedimentary processes allows us to better recognize and interpret past environments as they are recorded in sedimentary strata. Studying sedimentary rock sequences is important both for understanding recurrent environmental fluctuations such as sea level change and for maximizing natural resources such as groundwater and petroleum. Sedimentary processes take on further significance because they take place in popular human habitats including coastlines and flood plains. Lectures, readings, and discussions will focus on topics such as production of sediment via weathering, sediment transport, and characteristics and interpretation of modern and ancient depositional environments. Laboratory exercises and Boston-area field trips emphasize field methods, rock identification, and data collection, analysis and interpretation. *Normally offered in alternate years.*

Prerequisite: 203 or permission of the instructor.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

GEOS 308 Wetlands Science with Laboratory

Argow

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. Wetlands are among the most important environments on Earth, yet are widely undervalued and misunderstood. Wetland science is an exciting, growing field, critical to addressing issues ranging from modern shoreline stabilization to fossil fuel extraction. This course will focus on sediment-water interactions that create and maintain saltwater and freshwater wetland environments, and on the roles played by organisms within the geologic framework. Field trips to nearby wetlands will provide opportunities to make observations, collect samples and develop research questions in consultation with scientists studying and managing wetlands. These will be complemented by laboratory sessions introducing techniques for sample analysis and by relevant readings. Final reports will be submitted to organizations like the National Park Service or National Estuarine Research Reserves. Two weekend field trips required. *Normally offered in alternate years.*

Prerequisite: 203, 208, or permission of the instructor.
Distribution: Natural and Physical Science
Semester: N/O. Offered in 2009-10. Unit: 1.25

GEOS 309 Petrology with Laboratory

Besancon

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. Study of the origin and occurrence of igneous and metamorphic rocks which make up most of the earth's crust. The earth generates magmas, primarily along plate boundaries, and they carry heat upward as they rise into the crust or onto the surface, forming igneous rocks. Heat, pressure, and deformation generate new minerals and textures in rocks. Students will decipher the sources and history of rocks using chemical and physical models and tools. Laboratory includes study of rocks in thin section and a project study of rocks collected on Boston area field trips. *Normally offered in alternate years.*

Prerequisite: 203 or permission of the instructor.
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: N/O. Offered in 2009-10. Unit: 1.25

GEOS 315/ES 315 Environmental Geochemistry with Laboratory

Brabander

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. Accurately predicting the fate and transport of naturally occurring toxic elements and anthropogenic compounds in the environment requires a broad set of multidisciplinary skills. This course introduces geochemical approaches including mass balance, residence time, isotope fractionation, and thermodynamic and kinetic modeling necessary to fingerprint sources of pollutants and track them in water, soil, and plants. These fundamentals will be explored in several classic case studies and in semester-long geochemical research projects conducted by small groups. Laboratory. *Normally offered in alternate years. Students may register for either GEOS 315 or ES 315 and credit will be granted accordingly.*

Prerequisite: One course above the 100-level in two of the following disciplines: geosciences, chemistry, biological sciences or environmental studies; or permission of the instructor.
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: N/O. Offered in 2009-10. Unit: 1.25

GEOS 320 Isotope Geochemistry

Brabander

This seminar-style course will use the primary literature to study state-of-the-art techniques in isotope geochemistry. Radiogenic, cosmogenic, and stable isotope systematics will be explored with applications ranging from geochronology, tectonics, fate and transport of pollutants, and the use of isotopes to trace biogeochemical processes. Field trips to Boston area isotope labs and opportunities for collaborative research projects will complement the seminar. *Normally offered in alternate years.*

Prerequisite: 201 and CHEM 205; or GEOS/ES 315 or permission of the instructor.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.0

GEOS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GEOS 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GEOS 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Directions for Election

For students entering Wellesley in Fall of 2007 and later: A major in geosciences includes eight geosciences courses (a minimum of 8 units of course work), at least six of which must be taken at Wellesley. Entry into the major may be through GEOS 101 or GEOS 102. Four 200-level courses are required, normally to include GEOS 200, GEOS 203 and GEOS 206. Three 300-level courses are required, one of which must be GEOS 304 and one of which may be GEOS 350, GEOS 360 or GEOS 370.

For students entering before the fall of 2007, entry into the major may be through [GEOS 100], GEOS 101, GEOS 102, ES [100] or ES 101. Four 200-level courses are required, two of which must come from the group of GEOS 200, 201 and 203. Three 300-level course are also required, one of which may be GEOS 350/360/370.

For both groups of entering students, four complementary courses from mathematics, biological sciences, chemistry, physics, astronomy, or computer science are also required, and two of theses must come from the same discipline. The department also recommends that students majoring in geosciences take a geology field course, either the MIT 12.114-12.115 sequence offered in alternate years by MIT or a summer geology field course offered by another institution.

Graduate Studies: Students considering graduate school are urged to take two semesters of mathematics, two of chemistry and two of physics. Students will choose an appropriate set of complementary courses with the guidance of a departmental advisor.

A minor in geosciences consists of five courses, including GEOS 101 or GEOS 102 and at least one course at the 300-level.

Honors

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Department of German

Professor: *Hansen (Chair), Kruse*[A], *Nolden, Ward*[A2]

Visiting Lecturer: *Brodersen*

Director of Study Abroad Program: *Nolden*

Resident Director of Wellesley-in-Vienna: *Millner*

The Department of German offers a varied curriculum that encourages proficiency in speaking, reading, and writing German, and offers students the opportunity to study the history, literature, film, arts, and philosophy of more than a 100 million people in Central Europe. All courses expose the student to a wide range of texts and contexts that acquaint her with the cultural heritage and contemporary life of Germany, Austria, and German speaking Switzerland. Language courses emphasize rapid acquisition of communication skills. Because almost all upper-level courses are conducted in German, the advanced student can achieve a high level of fluency.

The language of instruction above the 100 level is almost exclusively German unless otherwise noted. Students thus have constant practice in hearing, reading, speaking, and writing the language.

The department reserves the right to place a new student in the course for which she seems best prepared, regardless of background and number of units she offers for admission.

Students in GER 201 who wish to accelerate at the intermediate level may apply to the January-in-Vienna program. Participants travel to Vienna for three weeks in January where they study with a professor from the German department. During their stay they complete GER 202W and receive credit as they would for a course taken on campus. Upon returning for the second semester at Wellesley, students are encouraged to continue with GER 239.

Qualified students are encouraged to spend the junior year in Austria in the Wellesley-in-Vienna program or another program approved by the College.

GER 101-102 Beginning German

Hansen, Brodersen

An introduction to contemporary German with emphasis on communicative fluency. Extensive practice in all four skills: listening, speaking, reading, and writing. Videos and Web-based activities introduce the student to topics from contemporary culture in German-speaking countries. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None
Distribution: None
Semester: Fall, Spring Unit: 1.0

GER 201-202 Intermediate German

Hansen, Nolden, Brodersen

Strengthening and expanding of all language skills with special emphasis on idiomatic usage. Thorough grammar review, oral and aural practice in classroom and language laboratory, readings on contemporary cultural topics, extensive practice in composition. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: One to two admission units and placement exam, or 101-102.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

GER 202W Intermediate German in Vienna

Like 202 on campus, this course strengthens and expands all language skills including idiomatic grammar review, oral and listening practice, readings on contemporary and historical topics, and practice in composition. This course is offered as an immersion experience and will feature an important cultural component. *Not offered every year. Subject to Dean's Office's approval.*

Prerequisite: 201 or permission of the instructor. Application required.
Distribution: Language and Literature
Semester: Wintersession Unit: 1.0

GER 233 Berlin in the Twenties

Ward

Berlin, the capital of Germany during the Weimar Republic, was at the center of both the political turmoil and the cultural fervor of the "golden" 1920s. The urban milieu provided the backdrop for avant-garde and popular culture. Issues will include political and social changes resulting from the economic dislocation caused by World War I and the rise of National Socialism. Texts will be drawn from journalism, autobiography, short fiction, poetry, theater, cabaret music, art, architecture, and film. Brecht's *Dreigroschenoper* and the film, *Comedian Harmonists*, will be featured. Emphasis on the development of communicative skills in order to negotiate complex meaning in reading, speaking and writing. Review of selected topics in grammar. *Designed for students with four semesters of language training or equivalent.*

Prerequisite: 201-202 or placement examination.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

GER 239 Germany and Austria Today: Advanced Conversation and Composition

NOT OFFERED IN 2008-09. Intensive practice in oral and written communication and presentation; introduction to rhetorical strategies of conversation and discussion; introduction to elements of German prose style; practice of various forms of writing. Review of selected grammar topics. On the basis of newspaper and magazine articles, essays and stories, television news, film clips, and website materials, we will discuss and write about current events and issues in Germany and Austria.

Prerequisite: 201-202 or permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

GER 241 Themes of Childhood, Youth, and Adolescence in German Literature

NOT OFFERED IN 2008-09. This course will explore images of children and adolescents in adult literature. The texts encompass the medieval to contemporary periods and are unified thematically by such issues as youthful rebellion, inter-generational struggles, social initiation, and the crisis of adolescence. We shall analyze the portrayals of youth as idealized heroes, as innocent victims, and as critical witnesses of the adult world. Authors include Goethe, Stifter, Hesse, and Aichinger. We will also read Grimms' folktales, Wilhelm Busch's proto-comic book, *Max und Moritz*, and Heinrich Hoffmann's cautionary verses, *Der Struwwelpeter.*

Prerequisite: [231] or 239 or permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

GER 244 Deutschlandreisen-Fictional Journeys Through Germany

Nolden

In this course we will read travel narratives in which important authors, painters, and film makers of the last two centuries have captured their journeys through Germany. We will ask what it is that these travelers have perceived and experienced, how they have mapped out their journeys and how they have artistically represented their experiences. Texts, paintings, and films by Heinrich Heine, Joseph von Eichendorff, Ernst Ludwig Kirchner, Wim Wenders, Christian Kracht, Sven Nadolny, Konstantin Faigle, Wolfgang Büscher, Andre Kaminsiki, and others.

Prerequisite: [231] or 239 or permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

GER 250 Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GER 250H Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

GER 256 Culture and Politics in East Germany 1949–89

Ward

We will trace the forty-year trajectory of the German Democratic Republic from the cold-war context of its founding in 1949 to its demise in 1989. Our focus will be the constant interplay between culture and politics. Major events like the uprising of 17 June 1953, the building of the wall in August 1961 and its fall in 1989 will form the background for a consideration of a broad range of literary and film texts, including autobiographical writings and poetry. We will conclude with several recent German films that look back after nearly two decades to consider what daily life was like in East Germany. Topics include dealing with the Nazi past, youthful rebellion, women and family policies, and the role of the church in the "Wende."

Prerequisite: 233 or 239 or permission of instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

GER 275 World War II and Its Aftermath in German Literature

NOT OFFERED IN 2008-09. Sixty years after the end of World War II, Germans have begun the problematic task of remembering their recent history not only as perpetrators of the war and the holocaust but also as the war's eventual victims. This course will examine representative examples of the literature memorializing World War II and its aftermath in their historical and cultural context. Texts read will include novels and novellas, essays, historical accounts, and memoirs. Authors represented will include Böll, Grass, Sebald, Nossack, Treitel, Timm and others.

Prerequisite: [231] or 239 or permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

GER 276 Franz Kafka (in English)

NOT OFFERED IN 2008-09. All aspects of Kafka's works and life will be explored in the historical and social context of early twentieth-century Central Europe. We will read a wide selection from his novels, e.g. *The Trial;* short stories, *The Metamorphosis, In the Penal Colony;* parables and aphorisms; diaries and letters, such as his *Letters to Felice.* We will discuss the delight and difficulty of reading Kafka, his posthumous reception as a world author, and his importance as a cultural icon in the late twentieth- and early twenty-first centuries.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

GER 280 Film in Germany 1919–1999 (in English)

NOT OFFERED IN 2008-09. This course provides a survey of the history of films made by German directors. It introduces the student to the aesthetics and politics of the individual periods of German film making, among them Expressionism, Film in the Third Reich, Postwar Beginnings, and New German Cinema. We will concentrate on films by Lang, Murnau, Riefenstahl, Sierck, Staudte, Herzog, Fassbinder, Wenders, and Tykwer.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

GER 325 Goethe

NOT OFFERED IN 2008-09. Texts from all phases of Goethe's literary career will be studied in their socio-historical context. Readings will include: poetry, dramatic works including Faust, and narrative works.

Prerequisite: One 200-level unit, [231] or 239 or above, taught in German, or by permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

GER 329 Readings in Enlightenment and Romanticism

Nolden

This course introduces students to the main authors, genres, and issues of the literature of Enlightenment, Storm and Stress, and Romanticism. Special focus on literary images of the family, the outsider, women, and power relationships. Texts by Gellert, Lessing, Goethe, Schlegel, Kleist, and Tieck.

Prerequisite: One 200-level unit, [231] or 239 or above, taught in German, or permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

GER 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GER 350H Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

GER 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GER 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GER 389 Seminar

Nolden

Topic for 2008-09: The Berlin Republic in the Face of Globalization. This seminar will explore how the "Berlin Republic" positions itself towards its historical origins, its European neighbors, and towards the challenges of globalization. Among the topics of discussion are: the new internationalism of contemporary German cinema; the cultural productions of non-native Germans; the cultural divide between East and West; the reshaping of the German language and the discussion about native cultures.

Prerequisite: One 300-level unit or permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

Related Courses

For Credit Toward the Major

EXTD 288 Hitler: The Man in History, Literature, and Film

Directions for Election

The department offers a major in language and literature as well as a minor in German. GER 101-102 is counted toward the degree but not toward the major or minor. Students who begin German at Wellesley and wish to major will be encouraged to advance as quickly as possible to upper-level work by doing intermediate language training during the summer or accelerating in our January-in-Vienna program during Wintersession.

Students interested in an interdepartmental major in German studies are referred to the listing for this interdepartmental program.

The major in German language and literature
The major in language and literature develops advanced language skills with emphasis on the critical reading of texts while also stressing a deeper acquaintance with the literary and cultural traditions of German-speaking countries. GER 202 may count toward the eight-unit minimum major. GER 233 [231] or 239 and two 300-level units are required, either 325 or 329 (offered in alternate years) and one seminar (389). Of the remaining minimum four elective units, one unit can be a 200-level course offered by the department in English, but if a 300-level of the same course is offered with an extra session taught in German, this is highly recommended. With approval of the department, certain courses taken abroad may count toward the major at the 200 level. Courses on the German studies related courses list are also recommended as complements to the language and literature major. Each student should consult her departmental advisor about the best sequence of courses for her major program.

The major in German studies
Please see German Studies.

The minor in German
The minor offers an opportunity to acquire advanced skills in the language with emphasis on communicative strategies and cross-cultural understanding. GER 202 may count toward the five-unit minimum minor. GER 233 [231] or 239 is required. One 300-level unit is highly recommended. One unit can be a 200-level course offered by the department in English, but if a 300-level of the same course is offered with an extra session taught in German, this is highly recommended. With the approval of the department, certain courses taken abroad may count toward the minor. Students are encouraged to supplement the minor with any of the related courses listed under German studies. Each student should consult with her departmental advisor about the best sequence of courses in her case.

Honors Program
The department offers two plans for the honors program. Plan A (See Senior Thesis Research, 360 and 370) offers the opportunity for original work in language and literature (for honors work in German Studies, please see German Studies), culminating in the writing of a longer paper or papers with an oral defense. See Academic Distinctions. Plan B, honors by examination, is open to candidates in language and literature only. Written and oral examinations are based on a reading list devised by the student under the guidance of an advisor. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special author or project that would be included in the honors examination.

German Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Hansen (German)*

This interdisciplinary and interdepartmental major is designed to provide the student with a broader understanding of the cultures of Germany, Austria, and Switzerland by achieving an advanced level of language proficiency and by studying the art, history, literature, philosophy, and politics of these countries in depth. GER 202 may count toward the eight-unit minimum major. GER 233 [231] or 239 and two 300-level units are required. It is recommended that one of these units be a seminar. A minimum of five units should be completed in the German department, one of them at the 300 level. The elective units taken in the German department may be drawn from courses taught in German or English.

The remaining minimum of three elective units may be drawn from any of the related courses listed below. A student who enrolls in these courses is expected to do a project or paper on a German, Austrian, or Swiss topic in order to count the course toward her German studies major. She may also do an interdisciplinary 360-370 project that is supervised by an interdepartmental committee. With approval of the relevant department, courses taken abroad may count at the 200 level toward the major. A course in German history is highly recommended, as are two units from a single allied field. While it is helpful to have an advisor in the allied field, a student must have a major advisor in the German department, who must approve all German studies programs.

Honors
The route to honors in the major is writing a thesis. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level. See Academic Distinctions.

GERS 250 Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GERS 250H Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

GERS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GERS 350H Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

GERS 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GERS 370 Senior Thesis

Prerequisite: 360 and permission of the director.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

ARTH 224 Modern Art to 1945

ARTH 225 Modern Art Since 1945

EXTD 288 Hitler: the Man in History, Literature, and Film

HIST 217 The Making of European Jewry, 1085 to 1815

HIST 218 From Ghettos to Nation-States: Jews in the Modern World

HIST 242 Postwar Europe and the Three Germanies

HIST 367 Seminar. Jewish Identities in the Modern World

MUS 224/REL 224 Hildegard of Bingen

MUS 300 Seminar

PHIL 203 Philosophy of Art

PHIL 225 Phenomenology and Hermeneutics

PHIL 230 Nineteenth-Century Philosophy

POL2 205 The Politics of Europe and the European Union

POL4 242 Contemporary Political Theory

POL4 248 Power and Politics

POL4 342S Seminar. Marxist Political Theory

REL 224/MUS 224 Hildegard of Bingen

REL 245 The Holocaust and the Nazi State

SOC 200 Classical Sociological Theory

SOC 201 Contemporary Social Theory

Hebrew

For Elementary and Intermediate Hebrew, and Research or Independent Study in Hebrew see Jewish Studies.

Department of History

Professor: *Auerbach, Kapteijns*[A1], *Malino, Rogers, Shennan*[A], *Tumarkin*

Associate Professor: *Giersch, Matsusaka (Chair), Ramseyer*

Adjunct Associate Professor: *Rollman*

Assistant Professor: *Frace*[A], *Osorio, Rao, Williams*

Instructor: *Slobodian*

Visiting Lecturer: *Sheidley*

History is the study of the cumulative human experience. As a study of change in human society over time it lies at the foundations of knowledge in both the humanities and the social sciences, offering its own approaches to questions explored in both branches of learning. The study of history prepares students for a wide range of careers that require broad knowledge of the human experience as well as critical thinking, research, and writing skills. Most of the major geographical fields in history as well as the subdisciplines of social, cultural, political, and economic history are represented in our course offerings and in the research interests of our faculty.

HIST 200 Roots of the Western Tradition

Rogers

NOT OFFERED IN 2008-09. In this introductory survey we will examine how the religious, political, and scientific traditions of western civilization originated in Mesopotamia and Egypt from c. 3500 B.C.E. and were developed by Greeks and Romans until the Islamic invasions of the seventh century C.E. The course will help students to understand the emergence of polytheism and the great monotheistic religions, the development of democracy and Republicanism, and the birth of western science and the scientific method.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

HIST 201 The Rise of the West?: Europe 1789–2003

Slobodian

This course traces the history of Modern Europe and the idea of "the West" from the French Revolution to the Second Gulf War. We will explore the successes of empire, industry, and technology that underwrote European global domination until the First World War and Europe's subsequent financial dependence on the United States. We will reexamine conventional narratives of the rise of Europe and the West, and explore how people experienced "progress" differently according to geography, class, gender, nationality, and ethnicity. We will also follow the emergence of mass consumption, urbanization, total war, genocide, and decolonization, as well as the developing political idioms of national self-determination, feminism, and human rights, and the scientific idioms of eugenics, psychology, and anthropology.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 203 History of the United States, 1607 to 1877

Williams

A survey of the social, cultural, and institutional dimensions of American history from the colonial period through the Civil War and Reconstruction. Special attention to recurrent themes in the pattern of America's past: immigration, racial and cultural conflict, urbanization, and reform.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 204 History of the United States in the Twentieth Century

Auerbach

The emergence of an urban industrial society; social change amid tension between traditional and modern cultures; development of the welfare state; issues of war and peace; the shifting boundaries of conservative reaction, liberal reform, and radical protest, from the 1890s to 2001.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 205 The Making of the Modern World Order

Rao (Fall), Osorio (Spring)

A foundational course in international history. Explores the evolution of trade, competition, and cultural interaction among the world's diverse communities, from the Mongol conquests of the late thirteenth century through the end of the twentieth century. Themes include the growing divergence in trajectories of the Western and non-Western worlds evident by the fifteenth century, the rise of European wealth and power in the seventeenth and eighteenth centuries, imperialism and its impact, the evolution of the nation-state, scientific and industrial revolutions, and "modernization" and the non-Western world in the twentieth century. Attention to agents of global integration, including trade, technology, migration, dissemination of ideas, conquest, war, and disease.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall, Spring Unit: 1.0

HIST 206 From Conquest to Revolution: A History of Colonial Latin America

Osorio

The "discovery" by Christopher Columbus in 1492 of the "New World" unleashed a process of dramatic changes in what we now call Latin America. Spanning roughly from the fifteenth through the mid-eighteenth centuries, this course examines the ideological underpinnings of the Spanish Conquest, the place of the Americas in a universal Spanish empire, and the role of urban centers in the consolidation of Spanish rule. Emphasis is placed on indigenous societies and the transformation and interactions with Africans and Europeans under colonial rule; the role of Indian labor and African slavery in the colonial economy; the creation, consolidation, and decline of colonial political institutions; and, finally, the role of religion and baroque ritual in the creation of new hybrid colonial cultures and identities.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 207 Contemporary Problems in Latin American History

Osorio

In this problem-centered survey of the contemporary history of Latin America we will critique and go beyond the many stereotypes which have inhibited understanding between Anglo and Latin America, cultivating instead a healthy respect for complexity and contradiction. Over the course of the semester we will examine key themes in current history, including the dilemmas of uneven national development in dependent economies; the emergence of anti-imperialism and various forms of political and cultural nationalism; the richness and variety of revolution; ethnic, religious, feminist, literary, artistic, and social movements; the imposing social problems of the sprawling Latin American megalopolis; the political heterodoxies of leftism, populism, authoritarianism, and neoliberalism; the patterns of peace, violence, and the drug trade; the considerable U.S. influence in the region, and finally, transnational migration and globalization.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 208 Society and Culture in Medieval Europe

Ramseyer

This course examines life in medieval Europe c. 750–1250 in all its manifestations: political, religious, social, cultural, and economic. Topics to be studied include the papacy, the political structures of France, Germany, and Italy, monks and monastic culture, religion and spirituality, feudalism, chivalry, courtly love and literature, the crusading movement, intellectual life and theological debates, economic structures and their transformations, and the varied roles of women in medieval life. Students will learn to analyze and interpret primary sources from the period, as well as to evaluate critically historiographical debates related to medieval history.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 209 The British Isles: From Roses to Revolution

Frace

NOT OFFERED IN 2008-09. By the late seventeenth century, the British Isles were poised to compete for European (and soon global) dominance, yet their unsteady road to power and stability was precarious at every turn. This course will thus explore a period that is often as renowned as it is misunderstood, and whose defining events and personalities have long captured the historical imagination: the Wars of the Roses; King Henry VIII; Queen 'Bloody' Mary and Elizabeth; the British Civil War/Puritan Revolution; and the Royal Restoration. While moving across time, we will also focus on the broader socio-economic, religious, and intellectual changes that defined each monarch's reign. The course centers on England, but integrates Scotland's and Ireland's particular histories of conquest and resistance.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 210 The British Isles: From Glorious Revolution to Global Empire

Frace

Between the seventeenth century and Queen Victoria's reign, Britain transformed itself from a relatively minor European kingdom into the wealthiest and most powerful nation in the world, ruling over a quarter of the earth's population. This course will explore Britain's often tumultuous history while addressing several major themes, such as: the creation of a modern consumer society; secularization; the radical mobilization of the working class; abolitionism; questions of social and sexual hierarchies raised at home by an expanding empire abroad; and the birth of liberal, conservative, and socialist ideologies. This course will center on England, but will also look at Scotland and Ireland's particular histories of resistance, conquest, and integration.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 211 Bread and Salt: Introduction to Russian Civilization

Tumarkin

For centuries Russians have welcomed visitors with offerings of bread and salt. This introductory course is an earthy immersion in Russian life and culture from the age of Tolstoy to Putin's dissonant new Russia. Black bread, dense and pungent, is central to our exploration of food, feasting, fasting, and famine in the Russian experience. We will weave in both related and contrapuntal themes, such as: religious practice, folk beliefs and peasant life; surviving Stalinism in the age of terror; making do in the surreal "era of stagnation" under Brezhnev; and the splendor and agony of Russian high culture. Guest lectures by Russianists in disciplines other than history.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 213 Conquest and Crusade in the Medieval Mediterranean

Ramseyer

This course examines life in the Mediterranean from the disintegration of the Roman Empire in the fourth and fifth centuries through the Latin Crusades of the Holy Land in the eleventh and twelfth centuries. Readings will focus on the various wars and conflicts in the region as well as the political, religious, and social structures of the great Christian and Muslim kingdoms, including the Byzantine Empire, the Islamic caliphates of the Fertile Crescent and North Africa, the Turkish emirates of Egypt and the Near East, and the Latin Crusader States. Attention will also be paid to the cultural and religious diversity of the medieval Mediterranean and the intellectual, literary, and artistic achievements of Christian, Muslim, and Jewish communities.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 214 Medieval Italy

Ramseyer

This course provides an overview of Italian history from the disintegration of the Roman Empire in the fifth century through the rise of urban communes in the thirteenth century. Topics of discussion include the birth and development of the Catholic Church and the volatile relationship between popes and emperors, the history of monasticism and various other forms of popular piety as well as the role of heresy and dissent, the diverging histories of the north and the south and the emergence of a multi-cultural society in southern Italy, and the development and transformation of cities and commerce that made Italy one of the most economically advanced states in Europe in the later medieval period.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 215 Gender and Nation in Latin America

Osorio

NOT OFFERED IN 2008-09. Since their invention in the early nineteenth century, nations and states in Latin America have been conceived of in gendered terms. This has played a key role in producing and reproducing masculine and feminine identities in society. This course examines the powerful relationship between gender and nation in modern Latin America. Topics include patriarchal discourses of state and feminized representations of nation; the national project to define the family as a male-centered nuclear institution; the idealization of motherhood as a national and Christian virtue; the role of military regimes in promoting masculine ideologies; state regulations of sexuality and prostitution; changing definitions of the feminine and masculine in relation to the emergence of "public" and "private" spheres; and struggles over the definition of citizenship and nationality.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 216 Revolution in Latin America

Osorio

NOT OFFERED IN 2008-09. In Latin America, the twentieth century was indelibly marked by revolution and counter-revolution. Any analysis of the recent history of the peoples and states of Latin America must focus on the conditions, desires, and perils that have shaped the revolutionary experience. We will examine the main historical currents of armed revolution in Latin America, including instances of successful armed revolution, post-revolutionary state-making and nation-building, and the many guerrilla movements. Revolution in the Americas was not only about seizing state power, but about making "the new man" and reinventing society. We will consider the past, present, and possible future of revolution in the Americas.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 217 The Making of European Jewry, 1085 to 1815

Malino

NOT OFFERED IN 2008-09. A study of the Jewish communities of Western and Eastern Europe from the reconquest of Toledo to the end of the Napoleonic era. Topics include medieval Jewish communities, their dispersion, the differentiation of Eastern and Western Jewry, persecution and toleration, secularism, religious revivalism and mysticism, and the emancipation of the Jews during the French Revolution.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 218 From Ghettos to Nation-States: Jews in the Modern World

Malino

NOT OFFERED IN 2008-09. This course explores the revolutionary social, economic, and cultural transformation of Jews living in Europe and America. Topics include struggles for emancipation, enlightenment and mysticism, immigration, acculturation and economic diversification; also the emergence of anti-Semitism in the West and East, Zionism, the Holocaust and the creation of the state of Israel.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 219 The Jews of Spain and the Lands of Islam

Malino

NOT OFFERED IN 2008-09. The history of the Jews in Muslim lands from the seventh to the twentieth century. Topics include Muhammed's relations with the Jews of Medina, poets, princes and philosophers in Abbasid Iraq and Muslim Spain, scientists, scholars and translators in Christian Spain, the Inquisition and emergence of a Sephardic diaspora. Twentieth-century focus on the Jewish community of Morocco.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 222 The Barbarian Kingdoms of Early Medieval Europe

Ramseyer

NOT OFFERED IN 2008-09. This course examines the Barbarian successor states established in the fifth and sixth centuries after the disintegration of the Roman Empire in the west. It will focus primarily on the Frankish kingdom of Gaul, but will also make forays into Lombard Italy, Visigothic Spain, and Vandal North Africa. In particular, the course will look in-depth at the Carolingian empire established c. 800 by Charlemagne, who is often seen as the founder of Europe, and whose empire is often regarded as the precursor of today's European Union. Political, cultural, religious, and economic developments will be given equal time.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 224 Zionism and Irish Nationalism: A Comparative Perspective

Malino

Emergence and evolution of Zionism and Irish nationalism in the nineteenth and twentieth centuries. Poets, ideologues, charismatic leaders; immigration and diaspora. Political, social, religious and ideological trends in modern Israel and in Ireland. Comparisons and contrasts.

Distribution: Historical Studies
Prerequisite: None. Not open to students who have taken HIST [327].
Semester: Fall Unit: 1.0

HIST 227 The Renaissance in Italy and Northern Europe

Frace

NOT OFFERED IN 2008-09. The legendary rebirth of classical learning coincided with an era of global expansion, the religious Inquisition, and civil unrest. While placing Renaissance Europe into its wider historical context, this course will emphasize cultural developments and intellectual innovations. While ranging between London, Oxford, Rotterdam, Paris, Florence, and Venice, we will interrogate the minds of distinguished scholars and the world of the common crowd. How did they redefine what it meant to be human? What were the heated debates over the roles of women or sexuality, or over the nature of God and religious heresy? How did the accumulation of wealth and the exploration of "new worlds" change society?

Prerequisite: Not open to students who have taken [228].
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 229/329 Alexander the Great: Psychopath or Philosopher King

Rogers

Alexander the Great murdered his best friend, married a Bactrian princess, and dressed like Dionysus. He also conquered the known world by the age of 33, fused the eastern and western populations of his empire, and became a god. This course will examine the personality, career, and achievements of the greatest conqueror in Western history against the background of the Hellenistic World. *This course may be taken as either 229 or, with additional assignments, as 329.*

Prerequisite: 229: None; 329: Permission of the instructor.
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 230 Greek History from the Bronze Age to the Death of Philip II of Macedon

Rogers

The origins, development, and geographical spread of Greek culture from the Bronze Age to the death of Philip II of Macedon. Greek colonization, the Persian Wars, the Athenian democracy, and the rise of Macedon will be examined in relation to the social, economic, and religious history of the Greek polis.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 231 History of Rome

Rogers

NOT OFFERED IN 2008-09. Rome's cultural development from its origins as a small city state in the eighth century B.C.E. to its rule over a vast empire extending from Scotland to Iraq. Topics include the Etruscan influence on the formation of early Rome, the causes of Roman expansion throughout the Mediterranean during the Republic, the Hellenization of Roman society, the urbanization and Romanization of Western Europe, the spread of "mystery" religions, the persecution and expansion of Christianity, and the economy and society of the Empire.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 232 The Transformation of the Western World: Europe from 1300–1815

Frace

NOT OFFERED IN 2008-09. This course will provide a dynamic overview of the intellectual, socio-political, and cultural movements and events that defined Europe during its turbulent shift into modernity. From the Black Plague to the French Revolution, we will focus on: the secular humanism of the Renaissance; the Reformation and the resulting Wars of Religion; the emergence of absolutist autocracies and modern liberal states; the radical Enlightenment; feminism, and the dueling ideologies of embryonic capitalism and socialism. By including documents ranging from private diaries and letters to political treatises and popular publications, this course will bring to vivid life a world that is at once foreign and familiar.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 236 The European Enlightenment: A Revolution in Thought, Culture, and Action

Frace

NOT OFFERED IN 2008-09. The Enlightenment has been alternately demonized and revered for its prominent role in forging Western modernity. Was it the harbinger of modern democracy, secularism, and feminism? Or of ethnocentric racism, sexism, and the terror? This course will examine the works of the most innovative and controversial writers in the canon, including Mary Wollstonecraft, Kant, Montesquieu, Voltaire, Rousseau, Locke, and Diderot. We will also address the forgotten legions of men and women who comprised the international republic of letters, and who frequented the (sometimes respectable, often scandalous) coffeehouses, salons, and secret societies of the eighteenth century. Our discursive focus will be on political hegemony, civil liberties, religious toleration, gender, social development, sexuality, and race.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 240 Cities in Modern Europe

Slobodian

This lecture course explores the uses and visions of the city in Europe since the mid-nineteenth century. The course covers both the history of modern urban planning and the responses to it--the way the city was designed and the way it was lived. We will begin by looking at differing theories of the city: Was it a place of freedom or increased control, especially for socially marginalized groups like women, colonized populations and the poor? Was it an artifact of dominant social forces or a space for individual self-creation? Themes we will cover include colonial urbanism, modernism, fascist city planning, suburbanization, tourism, migration and reclamations of urban space by social movements, squatters and youth subcultures.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 242 Postwar Europe and the Three Germanies

Slobodian

In 1945, Germany's war had left much of Europe in ruins. Yet postwar planners recognized that the continent's strongest economic power and most populous country would have to remain the center of a reconstructed Europe. This course explores the challenges confronting a divided continent after 1945 through the histories of East and West Germany, which faced similar problems but developed solutions that reflected the differing ideologies of state socialism and capitalism. It compares the relative influence of the U.S. and Soviet "partners," strategies for dealing with the Nazi past and histories of collaboration, and efforts to build consumer culture and domestic consent. It also compares youth revolt, gender politics, immigration, and explores the role of a third, reunified Germany in Europe and the world after 1989.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 246 Vikings, Icons, Mongols, and Tsars

Tumarkin

NOT OFFERED IN 2008-09. A multicultural journey through the turbulent waters of medieval and early modern Russia, from the Viking incursions of the ninth century and the entrance of the East Slavs into the splendid and mighty Byzantine world, to the Mongol overlordship of Russia, the rise of Moscow, and the legendary reign of Ivan the Terrible. We move eastward as the Muscovite state conquers the immense reaches of Siberia by the end of the turbulent seventeenth century, when the young and restless Tsar Peter the Great travels to Western Europe to change Russia forever. We will focus on khans, princes, tsars, nobles, peasants and monks; social norms and gender roles; icons and church architecture; and a host of Russian saints and sinners.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 247 Splendor and Serfdom: Russia Under the Romanovs

Tumarkin

An exploration of Imperial Russia over the course of two tumultuous centuries, from the astonishing reign of Peter the Great at the start of the eighteenth century, to the implosion of the Russian monarchy under the unfortunate Nicholas II early in the twentieth, as Russia plunged toward revolution. St. Petersburg—the stunning and ghostly birthplace of Russia's modern history and the symbol of Russia's attempt to impose order on a vast, multiethnic empire—is a focus of this course. We will also emphasize the everyday lives of peasants and nobles; the vision and ideology of autocracy; Russia's brilliant intelligentsia; and the glory of her literary canon.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 248 The Soviet Union: A Tragic Colossus

Tumarkin

The Soviet Union, the most immense empire in the world, hurtled through the twentieth century, shaping major world events. This course will follow the grand, extravagant, and often brutal socialist experiment from its fragile inception in 1917 through the rule of Lenin, Stalin, Khrushchev, Brezhnev, and Gorbachev, after which the vast Soviet empire broke apart with astonishing speed. We will contrast utopian constructivist visions of the glorious communist future with Soviet reality. Special emphasis on Soviet political culture, the trauma of the Stalin years and World War II, and the travails of everyday life.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 250 Research or Individual Study

Prerequisite: Open to first-year students and sophomores.
Distribution: None
Semester: Fall, Spring Unit: 1.0

HIST 250H Research or Individual Study

Prerequisite: Open to first-year students and sophomores.
Distribution: None
Semester: Fall, Spring Unit: 0.5

HIST 251 Continent in Crisis: North America During the Age of Revolution

Sheidley

An examination of the forces that shattered British colonial society during the eighteenth century and gave rise to a new nation in North America. We will investigate the causes of the American Revolution from a continental perspective, paying careful attention to the experiences of Native Americans as well as colonists having European and African roots, and explore the consequences of this transformative event for all inhabitants of the new Republic.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 252 Race, Ethnicity, and Difference in Early America

Sheidley

NOT OFFERED IN 2008-09. An examination of the multiracial, multiethnic societies which took shape in North America during the colonial period. We will explore the causes of voluntary and involuntary migration from Europe and Africa, the pattern of colonial settlement, concepts of family and community, strategies of cultural adaptation and resistance, the emergence of racial and ethnic consciousness, and the development of British and American identities.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 253 First Peoples: An Introduction to Native American History

Sheidley

A survey of the social, cultural, and political history of North America's native peoples from 1200 through the present. Case studies of particular nations will be used to explore a wide range of issues, including the politics of treatymaking, the economic and environmental consequences of the fur trade, "removal" and reservation life, pan-Indianism, and the "Red Power" movement of the 1970s. In addition to historical scholarship, sources will include autobiography, fiction, and several cinematic depictions of Native American life.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall, Summer Unit: 1.0

HIST 257 Women, Gender, and the Family in American History

Williams

This course surveys the interplay between the histories of women and the family in American history from the colonial period through the Progressive Era (seventeenth through early twentieth centuries). Through a focus on the changing history of the family, the course will address gender roles, women's work inside and outside the household, and their changing relation to state authority. It will also consider how the regulation of the family serves to reproduce social differences of race and class.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 258 Freedom and Dissent in American History

Auerbach

Freedom of speech since the founding of the nation, with special attention to the judicial boundaries of permissible dissent and the enduring tension between individual rights and state power in American society. Among the issues considered are radical protest; wartime censorship; forms of symbolic expression; obscenity and pornography; campus hate speech; political and sexual correctness.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 263 South Africa in Historical Perspective

Kapteijns

NOT OFFERED IN 2008-09. An analysis of the historical background and lasting consequences of Apartheid, focusing on the transformation of the African communities in the period of commercial capitalist expansion (1652–1885) and in the industrial era (1885–present). Important themes are the struggle for land and labor; the fate of African peasants, labor migrants, miners and domestic servants; the undermining of the African family; the diverse expressions of African resistance; and the processes which are creating a new, post-apartheid South Africa. The enormous challenges of reversing inequality and resolving conflicts will receive special attention.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 264 The History of Precolonial Africa

Kapteijns

NOT OFFERED IN 2008-09. Precolonial Africa encompasses ancient agrarian kingdoms (such as Egypt and Merowe), city-states on the shores of sea and desert, and "nations without kings," with their own, unique social and political institutions. Students will learn about the material bases of these societies, as well as their social relations and cultural production, all the while familiarizing themselves with the rich array of written, oral, linguistic, and archeological sources available to the historian of Africa. After 1500, in the era of the European expansion, large parts of Africa were incorporated into the Atlantic tropical plantation complex through the Slave Trade. The enormous impact on Africa of this unprecedented forced migration of Africans to the Americas from c. 1500 to the 1880s will constitute the concluding theme.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 265 History of Modern Africa

Kapteijns

NOT OFFERED IN 2008-09. Many of Africa's current characteristics are the legacy of colonial domination. We will therefore first study different kinds of colonies, from those settled by White planters to the "Cinderellas," in which colonial economic intervention was (by comparison) minimal and the struggle for independence less bloody. For the post-independence period, we will focus on the historical roots of such major themes as neo-colonialism, economic underdevelopment, ethnic conflict and genocide, HIV-AIDS, and the problems of the African state. However, Africa's enormous natural and human resources, its resilient and youthful population, and its vibrant popular culture—a strong antidote against Afro-pessimism—will help us reflect on the future of this vast continent.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 266 The Struggle Over North Africa, 1800 to the Present

Rollman

Themes in the social, economic, political and cultural history of North Africa (the Maghreb and Mauretania, Libya, Egypt and Sudan) from 1800 to the present: major features of precolonial society and history in three regions, the transformations brought about by French, British and Italian colonial rule, North African resistance and wars for independence, and the contradictions of the era of formal political independence, including the emergence of Islamist movements and the literary and political debate about postcolonial identities in the area. Students will draw on analyses by historians and social scientists, on novels, short stories, autobiographies, poetry by North Africans, and on music and film from and about North Africa.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 269 Japan, the Great Powers and East Asia, 1853–1993

Matsusaka

NOT OFFERED IN 2008-09. The history of Japan's international relations from the age of empire through the end of the Cold War. Topics include: imperialism and nationalism in East Asia, diplomacy and military strategy, international economic competition, cultural and "civilizational" conflicts, World War II in East Asia, the US-Japan alliance, and the politics of war memory. Special emphasis on Japan's relations with the United States, China, Russia, and Korea.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 272 Political Economy of Development in Colonial and Postcolonial South Asia

Rao

In 1947 India was partitioned into India and Pakistan. Since then, these countries have wrestled with issues of governance and development, but colonial rule casts a long shadow over their efforts. This course introduces students to the complex politico-economic landscape of the subcontinent by examining how the idea of development changes in modern south Asian history. How are developmental efforts embedded in contexts of politics, society, and culture? How do political systems affect decisions? This course considers these questions by examining themes such as: the colonial state's construction of railway and irrigation networks; Gandhi's critique of industrialization; Nehru's vision of an industrial economy; the challenges posed by Partition and militarization of Pakistan; the Green Revolution; the onset of economic deregulation.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 273 South Asian Civilizations

Rao

NOT OFFERED IN 2008-09. This course introduces the history of the south Asian subcontinent from antiquity to modern times. Following a broadly chronological trajectory, we consider the classical antiquity of the Mauryas and Guptas, the Muslim empires of the Delhi Sultanate and the Mughals, and the period of European colonialism until independence. Themes include: the emergence of states, the arrival of Islam, the rise of cities, the contradictions of colonial rule, and the struggle for independence. A range of primary materials will present the perspectives of diverse actors such as rulers, merchants, women, reformers, workers, colonial officials and nationalists.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 274 China, Japan, and Korea in Comparative and Global Perspectives

Matsusaka, Giersch

Overview of each political/cultural community and their interactions from ancient times to 1912. Topics from earlier periods include ancient mytho-histories and archeological records, the rise of China's Han and Tang empires, selective adaptations of Chinese patterns by indigenous polities and societies in Korea and Japan, commercial and technological revolution in China and its international impact, Mongol "globalization," Japan in the age of the *samurai* and Korea in the heyday of the *yangban*. Topics from later periods include the growth of international trade in East Asia and early modern developments in Ming-Qing China, Tokugawa Japan, and Late Choson Korea. Coverage extends through first decade of twentieth century to examine Europe's expansion and the divergent trajectories of modern transformation in each society.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 275 The Emergence of Ethnic Identities in Modern South Asia

Rao

NOT OFFERED IN 2008-09. South Asian society has long been represented by rigid systems of hierarchy. Caste, most famously, has been represented as an inexorable determinant of social possibility. Yet, what are the ways in which people actually identify themselves, and to what extent is hierarchical identification a product of South Asia's modern history? This course explores the problems of social and cultural difference in South Asia. How do modern institutions such as the census and electoral politics shape the way in which these problems are perceived today? What are the effects of the introduction of English education? Caste will be the primary form of identity that we explore, but we also consider class, religion and gender in seeking to unravel the complex notion of ethnicity.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 276 The City in South Asia

Rao

South Asian cities are currently undergoing massive demographic and spatial transformations. These cannot be understood without a consideration of both the specific history of south Asia and a broader account of urban change. This course examines these changes in historical perspective and situates urban south Asia within a global context. How did colonial rule transform old cities such as Delhi and Lahore? How were the differing ideologies of India and Pakistan mapped onto new capitals such as Chandigarh and Islamabad? How are ethnic pasts and techno futures reconciled in booming cities such as Bangalore and Mumbai? What are the connections between the urban environment and political mobilization? We consider a range of sources, including scholarly literature, films and short stories.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 277 China and America: Evolution of a Troubled Relationship

Giersch

A survey of China's economic, cultural, and political interactions with the United States from 1784 to present with a focus on developments ca. 1940-present. Principal themes include: post-imperial China's pursuit of wealth and power, changing international conditions, military strategy, the influence of domestic politics and ideology, and the basic misunderstandings and prejudices that have long plagued this critical relationship. Topics include: trade throughout the centuries; American treatment of Chinese immigrants; World War II and the Chinese Revolution; the Cold War; Taiwan, and the ongoing instability of relations since 1979. Sources include the ever-increasing number of declassified U.S. documents as well as critical materials translated from the Chinese.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 278 Reform and Revolution in China, 1800–Present

Giersch

From shattering nineteenth-century rebellions that fragmented the old empire to its emergence as a twenty-first-century superpower, few places have experienced tumult and triumph in the same massive measures as modern China. To understand China today, one must come to terms with this turbulent history. This course surveys China's major cultural, political, social, and economic transformations, including failed reforms under the last dynasty; the revolutions of 1911 and 1949; the rise of the Communist Party and Mao's transformation of society and politics; the remarkable market reforms of recent decades; the contentious issue of Taiwan's democratic transition; and China's ongoing effort to define its position within East Asia and the world.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 279/379 Heresy and Popular Religion in the Middle Ages

Ramseyer

This course looks at popular religious beliefs and practices in medieval Europe, including miracles, martyrdom and asceticism, saints and their shrines, pilgrimages, relics, curses, witchcraft, and images of heaven and hell. It seeks to understand popular religion both on its own terms, as well as in relationship to the Church hierarchy. It also examines the basis for religious dissent in the form of both intellectual and social heresies, which led to religious repression and the establishment of the Inquisition in the later Middle Ages. *This course may be taken as 279 or, with additional assignments, as 379.*

Prerequisite: 279: None; 379: Permission of the instructor.
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 281/381 *Dream of the Red Chamber:* An Introduction to Chinese Society, ca 1650–1800

Giersch

NOT OFFERED IN 2008-09. We will read one of China's great novels, *Dream of the Red Chamber*, and use it as an entrée into the social, political and economic history of the early and high Qing periods. Cao Xueqin's engaging tale describes in rich detail the fictional Jia family, a wealthy, powerful clan whose political connections and social status closely resembled those of Cao's own family. While reading about the Jias, we will simultaneously use historical studies to deepen our understanding of family life, gender relations, religious devotion, sexuality, education, commerce, and political power during one of China's most dynamic periods. *This course may be taken as either 281 or, with additional assignments, as 381.*

Prerequisite: 281: None; 381: Permission of the instructor.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 284 The Middle East in Modern History

Kapteijns

Themes in the history of the Modern Middle East from 1914 to the present. After World War I, European powers dominated the area and carved it up into the modern nation states that we know today. We will study the political history of these states up to the present, but will focus especially on the historical roots and causes of crucial social developments and conflicts. Thus we will study the impact of the oil boom, labor migration, urbanization, the changing roles of women, and the emergence of politicized fundamentalist Islam, as well as aspects of the Palestinian-Israeli conflict, the Iranian Revolution, the Lebanese Civil War, and the Gulf War. Our emphasis will be on the Arab Middle East.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 285 Social Protest and Political Opposition in the Islamic Middle East and North Africa in the Twentieth Century

Rollman

NOT OFFERED IN 2008-09. Using primary sources in translation and related readings, the course will critically analyze the programs, leadership, and strategies of protest and reform movements in the modern Middle East and North Africa. Through a selection of case studies, (e.g., Algeria, Afghanistan, Egypt) students will develop an understanding of the historical roots, theoretical bases, and social dynamics of these movements and the salience of Islamic ideology and practice in contemporary political and cultural discourses in the region.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 286 History of the Middle East, c. 600–1918

Rollman

NOT OFFERED IN 2008-09. Introduction to the political, religious, cultural and social history of the Middle East from the emergence of Islam to the disintegration of the Ottoman Empire in World War I. Themes include: Pre-Islamic Arabia, the life of the Prophet, the expansion of Islam, the Umayyad Empire, Shi'ism and other movements of political and religious dissent, the Abbasid Empire and its successor states, and the expansion of Europe into the Middle East.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 287 History of Everyday Life in the Modern Middle East and North Africa

Kapteijns

NOT OFFERED IN 2008-09. Using sources such as legal documents, memoirs, chronicles, literature, and monographs from several disciplines, the course will explore in depth the quality and rhythms of life in a variety of urban and rural settings through an investigation of specific institutions, patterns of behavior, modes of work and residence, popular entertainment and popular culture. Students will study specific cases to develop an appreciation of how people of all classes experienced and responded to critical issues in modern history, such as the growing power of the centralizing state, urbanization, economic scarcity and opportunity, changing patterns of religious practice, gender relations, identity, the challenge of western secular values, the impact of national and regional politics, and the uneven but inexorable integration of the region into the global economy.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 290 Morocco: History and Culture (Wintersession in Morocco)

Kapteijns, Rollman

NOT OFFERED IN 2008-09. An introduction to Moroccan culture, history, and society through experiential and classroom learning. Students will participate in seminars and attend lectures given by Moroccan faculty at the Center for Crosscultural Learning in Rabat. Program themes include: women in private and public life, Berber culture, Islam, Arabic, Morocco's Jewish heritage and history, and the legacy of European cultural rule. Students will travel as a group to the central and southern regions of the country to study historic sites and contemporary life and culture in a variety of rural and urban settings. *Not offered every year. Subject to Dean's Office approval.*

Prerequisite: None. Application required.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 291 Marching Toward 1968: The Pivotal Year

Auerbach

Within a single year the Tet offensive in Vietnam, the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, and the election of Richard M. Nixon transformed American foreign and domestic policy, ending an era of liberal internationalism, domestic reform, and generational protest. Exploration of how, and why, "The Sixties" happened. Consideration of recent political and intellectual trends that reflect the continuing impact of the 1960s on American public life.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 292 The Era of the Civil War and Reconstruction

Williams

This course examines one of this country's most important eras, including the late antebellum years, the drama of the War and emancipation, and the promise and failures of Reconstruction. Although we will touch on military and paramilitary engagements that took place before and after the war's official end, this is not a course in military history. Rather, we will pay close attention to the political, social, legal, and cultural implications of the war, emancipation, and black male suffrage. In particular, we will assess the role of slavery, citizenship, democracy, and economic reform as central issues in the era. We will also address the legacy of the era in popular memory, and the ways popular representations both contribute to and depart from historical knowledge.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 295 Strategy and Diplomacy of the Great Powers

Matsusaka

This course examines the history of international politics since the late eighteenth century. Rather than treating one country in depth, it considers many countries in relation to each other over time. It examines how major states of the world have, over the past two centuries, interacted with each other in war and peace. It explores past attempts to create international systems that allow each major power to achieve its objectives without recourse to war. It also looks at relations between the Great Powers and smaller states, conflicts between colonial powers and anti-colonial movements, and post-colonial developments.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 299/ES 299 United States Environmental History

Turner (Environmental Studies)

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. This course examines the relationship between nature and society in American history. The course will consider topics such as the decimation of the bison, the rise of Chicago, the history of natural disasters, and the environmental consequences of war. There are three goals for this course: First, we will examine how humans have interacted with nature over time and how nature, in turn, has shaped human society. Second, we will examine how attitudes toward nature have differed among peoples, places, and times and we will consider how the meanings people give to nature inform their cultural and political activities. Third, we will study how these historical forces have combined to shape the American landscape and the human and natural communities to which it is home. While this course focuses on the past, an important goal is to understand the ways in which history shapes how we understand and value the environment as we do today. *Students may register for either HIST 299 or ES 299 and credit will be granted accordingly.*

Prerequisites: ES 101, 102, or an American history course, or permission of the instructor.
Distribution: Historical Studies
Semester: N/O. Offered in 2009-10. Unit: 1.0

HIST 301 Seminar. Women of Russia: A Portrait Gallery

Tumarkin

An exploration of the tragic, complex, inspiring fate of Russian women in the nineteenth and twentieth centuries, a period that spans the Russian Empire at its height, the Russian Revolution of 1917, and the Soviet experiment. We will read about Russian peasants, nuns, princesses, feminists, workers, revolutionaries, poets, pilots and prostitutes, among others in our stellar cast of characters. Sources include memoirs, biographies, works of Russian literature, and film.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject.
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 307 Seminar. Religious Change and the Emergence of Modernity in Early Modern Europe, 1600–1800

Frace

NOT OFFERED IN 2008-09. During the seventeenth and eighteenth centuries, important religious, social, and intellectual transformations in Western Europe created two distinctly new and competing visions of modernity: an empirically-based rational religion and a faith-based evangelicalism. The legacy of their creation and conflict, both between one another and with the established traditionalists and insurgent atheists, reverberate to this day. In this seminar, we will explore: the relationship between science and religion; the effects of rising pluralism at home and global exploration overseas; witchcraft; the secularization and commercialization of daily life; the separation of church and state; and the formation of the first supra-national identities that transcended traditional religious boundaries. These issues raise broader questions about the origins of cultural change, as well as the nature of modernity itself.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 316 Seminar. Authority and Authenticity in Native American History

Sheidley

NOT OFFERED IN 2008-09. An in-depth exploration of diversity and difference as factors which shaped the history of North America's native peoples from the sixteenth century through the era of "removal." Particular attention will be paid to gender, class, ethnicity, and belief as modes of organizing power within American Indian societies east of the Mississippi River. We will consider how these elements have influenced relations with non-Indians and determined the very nature of the sources historians use to interpret the Native American past.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 317 Seminar. The Historical Construction of American Manhood, 1600–1900

Sheidley

From Nat Turner to Frederick Douglass, Thomas Jefferson to Teddy Roosevelt, the history of American men is well known. But does manhood itself have a history? Drawing on autobiography, fiction, personal correspondence and visual evidence, we will explore the diverse and changing meanings attached to masculinity in America from the seventeenth through the nineteenth centuries. What forces have shaped male identities in colonial America and the United States and what impact have those identities had on men's lives and actions? Topics include: fatherhood and family life, violence and war, male sexuality, religious belief, work, and the myth of the self-made man. Special attention will be paid to race, class, and region as sources of variation and conflict in the historical construction of American manhood.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject.
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 326 Seminar. American Jewish History

Auerbach

NOT OFFERED IN 2008-09. The development of American Jewish life and institutions, from European immigration to the present. Particular attention to the pressures, pleasures, and perils of acculturation. Historical and literary evidence will guide explorations into the social and political implications of Jewish minority status in the United States, the impact of Israel on the consciousness of American Jews, and the tension between traditional Judaism and modern feminism.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 328 Seminar. Antisemitism in Historical Perspective

Malino

NOT OFFERED IN 2008-09. Historians often refer to antisemitism as the "Longest Hatred." What accounts for this obsession? Is the antisemitism of medieval Europe that of Nazi Germany? These questions will inform our examination of pre-Christian antisemitism, the evolving attitudes of Christianity and Islam, the ambiguous legacy of the Enlightenment and the impact of revolution, modernization and nationalism. Sources include Church documents, medieval accounts, nineteenth- and twentieth-century memoirs and contemporary films.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 330 Seminar. Revolution and Rebellion in Twelfth-Century European Society

Ramseyer

NOT OFFERED IN 2008-09. This course will examine the revolutionary changes that occurred in all facets of life in twelfth-century Europe. The twelfth century represents one of the most important eras of European history, characterized by many historians as the period that gave birth to Europe as both idea and place. It was a time of economic growth, religious reformation, political and legal reorganization, cultural flowering, intellectual innovation, and outward expansion. Yet the twelfth century had a dark side, too. Crusades and colonization, heresy and religious disputes, town uprisings and mob violence also marked the century. Students will study the internal changes to European society as well as the expansion of Europe into the Mediterranean and beyond, paying close attention to the key people behind the transformations.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 333 Seminar. Dangerous Relations: USSR and the World, From Stalin to Gorbachev

Tumarkin

NOT OFFERED IN 2008-09. The USSR was America's superpower rival in a prolonged and deadly nuclear arms race. Beginning with the Nazi-Soviet Pact of 1939, and ending with the spectacular demise of east European communism and the collapse of the USSR in 1991, this seminar on the Soviet Union in world politics spans the entire Cold War. What accounts for the USSR's extraordinary success in sovietizing eastern Europe just when the US had a monopoly on the atomic bomb? Was ideology or play in determining the USSR's international affairs? The seminar will conclude by exploring the ways in which the imperatives of a global communist empire both empowered and ultimately destroyed the USSR.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit International Relations course.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 334 Seminar. World Economics Orders, 1918–2008

Slobodian

The idea of the "world economy" as a single, interconnected entity only entered widespread discussion in Europe and North America after the First World War. This course explores the diverse ways of imagining and ordering the world economy since then and what Europe's place has been within it, from imperial economies to national economies to a supposedly "globalized" economy to recent tilts of the European Union away from the United States and toward China and Russia. We will see how ideas such as development, modernization and globalization have dictated falsely universal models but have also served as emancipatory idioms for previously marginalized individuals and populations. We will demystify economic arguments and learn to study economic texts for their content but also as political and cultural documents.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject.
Distribution: Historical Studies.
Semester: Spring Unit: 1.0

HIST 336 Seminar. The Middle East and World War I, 1914–1923

Rollman

NOT OFFERED IN 2008-09. Gallipoli and "Lawrence of Arabia" figure most prominently in Hollywood films and published accounts of World War I in the Middle East. The region's involvement in the "Great War" was, however, much more complicated than such popular accounts suggest. Turkey, Egypt, Palestine, Syria, Iraq, Iran, and North Africa were theaters of military operations. The entire region was the object of intense diplomatic efforts too, as European powers, especially Great Britain and France, confronted the demands of war, their competing interests, and the challenge of emergent nationalism among Kurds, Jews, Arabs, Iranians, Armenians, and Turks living there. Using primary and secondary sources, students will explore and analyze the pivotal transformations initiated and shaped by the war and the creation of new nation-states in its aftermath.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject.
Distribution: Historical Studies.
Semester: N/O Unit: 1.0

HIST 343 Seminar. History of Israel

Auerbach

This course explores the historical development of Jewish national identity, from biblical promise through Zionist advocacy to contemporary political reality in the State of Israel. We will consider the continuing debate within Israel, ever since its founding, over national identity: traditional or modern; Jewish or democratic; religious or secular. Close attention will be paid to such formative national experiences as the Holocaust; the struggle for independence; the social and political consequences of mass immigration; the 1967, 1973, and Lebanon wars; the Palestinian intifadas; Israel's relations with its Arab citizens and neighbors; Jewish settlements; and the "post-Zionist" revision of Israeli national history.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject.
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

HIST 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 0.5

HIST 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

HIST 364 Seminar. Women in Islamic Society: Historical Perspectives

Kapteijns

NOT OFFERED IN 2008-09. In the last decade, Muslim scholars and writers have become major contributors to the study (and history) of women in Islamic societies. They have undertaken a critique of older (including Western feminist) scholarship and proposed new theoretical approaches and methods. This seminar will focus on this new historiography and the insights it provides into the history of women and gender issues from the time of the Prophet to the present. Student research papers will focus on concrete case studies of women in specific Islamic societies and time periods, from North Africa and Western Europe to South Africa, Afghanistan and China.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 365 Seminar. Research in African History

Kapteijns

This seminar is organized around four broad and overlapping themes of recent African historiography that are relevant to the period 1960 to the present. In this period, African societies tried to overcome the legacies of colonial rule, and to fashion national identities and establish nation-states. However, due to external and internal causes, the successes of the 1960s and 1970sm began to falter in the 1980s and 1990s – in many cases leading to violence in the form of civil and other wars. This seminar focuses on African expressions – the fancy word is "mediations" – of these historical changes, with a particular emphasis on popular culture broadly construed, that is to say including a wide range of media, from the writing of history and journalism, to literary representations of history, and the popular arts such as popular song and TV programs. The four central themes of the seminar are: (1) colonialism, nationalism, and modernity,

(2) women and gender; (3) the historical roots of modern conflicts, and (4) popular culture broadly construed. Student will be encouraged to work with primary sources.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject.
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 367 Seminar. Jewish Identities in the Modern World

Malino

Modern Jewish identity is as varied as the countries in which Jews lived and the cultures to which they belong. Through contemporary literature, memoirs, and film, we shall explore the construction and dynamics of Jewish identity in Europe, America, Africa, the Middle East and South Asia. Topics include the struggle for political equality, nationalism, feminism, colonialism and political anti-Semitism. We shall also examine the ways in which modern and modernizing nations, when constructing their own national identities, re-imagine the presence of "their Jews." Comparisons to other ethnic and religious groups.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject.
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

HIST 371 Seminar. Chinese Frontier Experience, 1600–1990

Giersch

NOT OFFERED IN 2008-09. Much of China's vast and ethnically diverse territory was conquered after 1644. Nationalistic histories describe conquest in rosy terms in order to legitimize rule over Tibetans and other minorities. This course explores the social, military, economic and ideological realities—and legacies—of conquest. Readings from U.S. history provide a comparative perspective.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 372 Seminar. Chinese Nationalism and Identity in the Modern World

Giersch

NOT OFFERED IN 2008-09. China's emergence as a great power is a vital contemporary issue. Disputes over Taiwan and tensions over China's strategic agenda raise questions about how Chinese envision their nation and its global role. This course places these questions in historical context by examining the evolution of modern China's national identity. Topics include: the emergence of modern nationalism in the 1890s; the growth of revolutionary nationalism under the Communists; struggles over women's place in the nation; schooling and propaganda in teaching nationalism; the relationship between popular culture and nationalism; and the challenge of alternative visions, including Taiwanese identity. We conclude with current debates: is China's rise peaceful or is there currently a "China Threat" to global stability? Materials include position pieces, documentaries, and translated fiction and essays.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 377 Seminar. The City in Latin America

Osorio

NOT OFFERED IN 2008-09. Urbanity has long been central to Latin American cultures. This seminar examines the historical development of Latin American cities from the Roman principles governing the grid pattern imposed by the Spanish in the sixteenth century, through the development of the twentieth-century, post-modern megalopolis. The seminar's three main objectives are (1) to develop a theoretical framework within which to analyze and interpret the history, and historical study of, Latin American cities; (2) to provide a basic overview of the historical development of cities in the context of Latin American law, society, and culture; (3) to subject to critical analysis some of the theoretical "models" (i.e. Baroque, Classical, Dependency, Modernism and so on) developed to interpret the evolution and workings of Latin American cities.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 378 Seminar. Women and Social Movements in Latin America

Osorio

This seminar examines the historical development of women's movements in Latin America from the nineteenth century through the twentieth century. We will examine the local political and ideological events that shaped women's movements and feminism(s) in the region. Topics include women's early claims to equal education and the development of the ideologies of 'women's rights' and social motherhood around 1900; women in democracy and the search for social justice from the 1930s-1950s; women's role in revolutions and counterrevolutions from the late 1950s through the 1970s; the advent of international feminism in the context of national liberation and redemocratization after 1974, and neoliberalism and globalization.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject.
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 382 Seminar. Gandhi, Nehru, and Ambedkar: The Making of Modern India

Rao

The creation of the world's largest democracy brought powerful ideas into contact and conflict: the overthrow of colonial rule through a philosophy of non-violence; the desire to industrialize rapidly; and the quest to end centuries of caste discrimination. This seminar explores the key ideas that shaped modern India through the lives of three extraordinary individuals. How did Gandhi's experiments with food and sex affect his vision of India? How did Nehru's understanding of world history structure his program of industrialization? How did Ambedkar's untouchable upbringing shape his agenda? Could Gandhi's non-violent agenda be sustained? Could an India based on individual transformation also annihilate caste? We engage extensively with primary sources such as autobiographies, writings, and speeches, as well as scholarly accounts and films.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject.
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 383 Seminar. 1947: Partition in History and Memory in South Asia

Rao

NOT OFFERED IN 2008-09. In the years leading to 1947, nationalist activism against the British and tensions between Hindus and Muslims escalated in the Indian subcontinent. This culminated in Partition and the emergence of the nations of India and Pakistan. Independence was marred, however, by the bloodshed accompanying the mass movements of Muslims into Pakistan and Hindus into India. What were the factors leading to this juxtaposition of triumphal Independence with shameful Partition? How have memories of Partition continued to affect powerfully politics and culture in the subcontinent? This seminar investigates such questions using a wide variety of materials, including novels such as Salman Rushdie's *Midnight's Children* and Bapsi Sidhwa's *Cracking India*, feature films such as Deepa Mehta's *1947*, and documentary films such as Sabiha Sumar's *Silent Waters*.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 390 Seminar. Race, Law, and Culture in Louisiana, 1699–1904

Williams

This seminar explores the history of colonial and nineteenth-century Louisiana and New Orleans in particular, beginning with the earliest French settlement and ending with the 1904 centennial celebration of the Louisiana Purchase. It examines how Louisiana's geography, legal heritage, social and economic institutions, and Creole culture made it centrally important to the nation in the nineteenth century. It pays special attention to the national implications of local political contests over slavery and race relations. It also considers questions of method, evidence and narrative in understanding the dissonance between history and memory.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject.
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 395 Seminar. Historical Origins of Contemporary Global Problems

Giersch

Understanding the world's most pressing challenges demands knowledge that transcends cultural and national perspectives. It also requires historical thinking—both to analyze the origins of complex problems and to assess possibilities for solution. This course explores the historical origins of contemporary challenges and conflicts as well as the capabilities of national and global institutions seeking solutions. Topics are drawn from the following thematic categories: poverty and inequality in an era of increased globalization; terrorism, arms proliferation, and other challenges to international security; migration and its impact on source and destination countries; democracy, human rights, and humanitarian intervention; and the environmental impact of economic development. Seminar is designed primarily, although not exclusively, as capstone for IR-History majors.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject.
Distribution: Historical Studies
Semester: Spring Unit: 1.0

Related Courses

For Credit Towards the Major

A student nearing the completion of her major requirements may, with approval of her advisor, petition the chair of the history department to receive credit toward the major for one related course outside the department's offerings taken at Wellesley or an institution at which a Wellesley student may cross-register.

Directions for Election

Most 200-level courses in the department are open to first-year students. Seminars are ordinarily limited to 15 students, non-majors as well as majors, who meet the prerequisite.

Majors in history are allowed great latitude in designing a program of study, but it is important for a program to have breadth, depth, and historical perspective. To ensure breadth, the program must include: (1) at least one course (1.0 unit) in the history of Africa, China, Japan, Latin America, the Middle East, or South Asia; and (2) at least one course (1.0 unit) in the history of Europe, the United States, or Russia. To encourage depth of historical understanding, we urge majors to focus eventually upon a special field of study, such as (1) a particular geographical area, country, or culture; (2) a specific time period; (3) a particular historical approach, e.g., intellectual and cultural history, social and economic history; (4) a specific historical theme, e.g., the history of women, revolutions, colonialism. To ensure that students have a broad historical perspective, history majors must take at least one course (1.0 unit) in pre-modern history (e.g., Medieval Italy, Colonial Latin America, and so forth). We recommend that majors include at least one seminar in their program of two 300-level units (2.0) in the major required for the B.A. degree.

The minimum major requires nine units of coursework. Normally, seven of the nine units and all 300-level work must be taken at Wellesley. No Advanced Placement credits. In special circumstances and only with the permission of major advisor and department chair, at most one related course (1.0 unit) in another department may be counted toward the major. One cross-listed course may be counted toward the major, but a student may not count both a cross-listed and a related course toward the major.

360/370 Honors Thesis: The only path to honors is the senior thesis. Students must have a grade-point average of 3.5 or higher in courses applied to the major and must complete 6 of the 9 major units of coursework before the end of their junior year. For additional information, please consult the departmental website or ask at the history office. Also see Academic Distinctions.

The history minor consists of a minimum of five units of coursework, of which at least four courses (4.0 units) must be above the 100 level and at least one course (1.0 unit) at the 300 level (excluding 350). Of these five courses, at least three courses (3.0 units) shall represent a coherent and integrated field of interest, such as, for example, American history, Medieval and Renaissance history, or social history. Of the other courses, at least one course (1.0 unit) shall be in a different field. Normally at least four courses (4.0 units) must be taken at Wellesley, and related courses in other departments will not count toward the minor.

International Relations/History: Students interested in a major combining both of these fields should consider International Relations History, listed under International Relations.

Teacher Certification: Students interested in obtaining certification to teach history in the Commonwealth of Massachusetts should consult Mr. Auerbach in the history department and the chair of the education department.

International Relations

AN INTERDEPARTMENTAL MAJOR

International relations is an interdisciplinary field concerned with understanding global interactions, both in the historical past and in the present. The major is designed to expose students to a wide range of viewpoints and analytical methodologies in their study of such fields as diplomacy and foreign policy, peace, war and security, international political economy and development, and human rights.

The international relations major is an interdepartmental major organized into three tracks: International Relations/Economics, International Relations/History and International Relations/Political Science. These majors are designed to provide students with the breadth necessary for an interdisciplinary approach to the study of international relations, as well as with substantive training in one of three component disciplines (economics, history and political science). All three tracks of the major share a set of five common "core" courses.

The majors are administered by their "home" departments, and interested students should contact the relevant department chair or contact person for guidance on choosing an advisor and completing the major. For 2008-09, these contact people are:

Economics: *Akila Weerapana*

History: *Yoshihisa Matsusaka*

Political Science: *Robert Paarlberg*

Students who elect one of these IR majors may not combine it with a second major in the same department—e.g. students may not double major in IR-Economics and Economics. Other double majors are permitted but generally unadvisable.

IR majors consist of 14 units of course work—five core courses plus nine courses in one of the three tracks. In addition to this course work, all IR students are required to demonstrate advanced proficiency in a modern language, normally defined as two units of language study beyond the minimum required by the College. Language courses do not count towards the minimum 14 courses.

Five core courses: All students majoring in IR must take the following courses:

ECON 101, ECON 102, ECON 213, 214, or 220, HIST 205, and POL3 221.

It is strongly recommended that students complete all core courses by the end of the sophomore year.

Nine courses in one of the following majors:

Economics
Students who elect the IR-Economics major take the following courses in addition to the IR core:

- ECON 103/SOC 190, ECON 201, ECON 202, and ECON 203
- One of: ECON 213, ECON 214, ECON 220
- At least two of the following electives: ECON 311, ECON 312, ECON 313, ECON 314, ECON 320, or ECON 333
- One intermediate or advanced history course dealing with a country or region outside the United States or with international or diplomatic history

- One 300-level political science course in an area related to economic issues or policies
- One additional course in Africana studies, anthropology, history, political science, sociology or women's studies, dealing with a particular country or region, or with relations among nations, or with transnational institutions or phenomena

History
Students who elect the IR-history major take the following courses in addition to the IR core:

- Two history courses dealing with the period before 1800
- Three history courses dealing with the modern history of countries or regions
- Two courses dealing with modern international history to be selected in consultation with advisor
- One international history seminar

(Three of these eight history courses, including one pre-1800 course, must focus on one region of the world; at least three courses must deal with the non-Western world; and at least two must be at the 300 level.)

- One additional 200- or 300-level course in Africana studies, anthropology, economics, political science, sociology or women's studies

Political Science
Students who elect the IR-political science major take the following courses in addition to the IR core:

- Five political science courses in international relations (i.e. POL3 courses or POL2 courses that may count as POL3), at least two of which must be at the 300 level and one of which must be a seminar
- Two political science courses in comparative politics:
- Either POL2 202 or POL2 204
- One of the following area studies courses: POL2 205, 206, 207, 208, 209, or 211
- One political science course in American politics or in political theory or statistics and data analysis
- One additional 200- or 300-level course in Africana studies, anthropology, economics, history, sociology, or women's studies

With the approval of the IR director and the chair of the department in which she is majoring, a student may count up to two Wellesley courses taken outside the departments of economics, history, or political science towards the nine courses in her major. Attention is particularly drawn to IR-related courses offered in the departments of Africana studies, anthropology, sociology, and women's studies.

IR majors are strongly encouraged to spend at least one semester in a study abroad program. Transfer credits from study abroad programs must be approved by the appropriate department chair. Students are strongly encouraged to seek the relevant approval before studying abroad. At least two 300-level units must be completed at Wellesley.

Honors in IR-Economics, IR-History and IR-Political Science
The policies governing eligibility for honors work in IR-Economics, IR-History, or IR-Political Science are set by the individual departments. Students interested in pursuing honors should consult the relevant departmental entry in the Bulletin.

IREC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors who have taken ECON 201 and 202; 203 is strongly recommended.
Distribution: None
Semester: Fall, Spring Unit: 1.0

IREC 360 Senior Thesis Research

Prerequisite: By permission of the Economics department. See Academic Distinctions. Students must have an advisor in the department of economics, but with the approval of the department chair may have a co-advisor from another department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

IREC 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

IRHI 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors
Distribution: None
Semester: Fall, Spring Unit: 1.0

IRHI 360 Senior Thesis Research

Prerequisite: By permission of the History department. See Academic Distinctions. Students must have an advisor in the department of history, but with the approval of the department chair may have a co-advisor from another department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

IRHI 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

IRPS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors
Distribution: None
Semester: Fall, Spring Unit: 1.0

IRPS 360 Senior Thesis Research

Prerequisite: By permission of the Political Science department. See Academic Distinctions. Students must have an advisor from the department of political science, but with the approval of the department chair may have a co-advisor from another department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

IRPS 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Advanced Placement/International Baccalaureate
The IR program's policy about AP/IB credits follows that established by the relevant department. Please consult directions for election in the Departments of Economics, History, and Political Science. In no case do AP credits count towards the minimum major in IR.

Department of Italian Studies

Professor: *Jacoff[A2], Viano, Ward (Chair)*

Associate Professor: *Parussa*

Senior Lecturer: *Laviosa*

Lecturer: *Pausini*

Italian Studies is a vast field, covering at least ten centuries and featuring master works in every artistic and literary genre. As well as aiming to achieve proficiency in the speaking, writing, and reading of Italian, the Department of Italian Studies introduces students to the names and works that make up (but also contest) the nation's literary tradition and cultural heritage. As all our upper level courses and most of our intermediate level ones are conducted in Italian, students have ample opportunity to hone their language skills.

All courses, unless otherwise listed, are conducted in Italian. In all courses given in Italian, except seminars, some work may be required in the language laboratory.

Qualified students are encouraged to spend their junior year in Italy on the Wellesley-Bologna program. See Special Academic Programs, Study Abroad.

The Department of Italian Studies offers both a major and a minor. See Directions for Election.

ITAS 101-102 Elementary Italian

Laviosa, Pausini, Ward

These courses focus on the development of basic language skills. Viewing of language video programs, TV programs and films, listening to traditional and modern songs, and reading of passages and short stories offer an introduction to Italy and its culture. *Three periods. Each semester earns one unit of credit. However, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None
Distribution: None
Semester: Fall, Spring Unit: 1.0

ITAS 103 Intensive Elementary Italian

Pausini

This course is for students with little or no previous knowledge of Italian. It covers the same material as in ITAS 101 and 102 over five class periods per week. The course aims to develop skills in speaking, oral, and reading comprehension, writing, and the fundamentals of grammar. This is a demanding course developed especially for students with a strong interest in Italian Studies and who intend to spend a semester or year abroad.

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.25

ITAS 201-202 Intermediate Italian

Laviosa, Parussa

The aim of these courses is to develop students' fluency in spoken and written Italian. The reading of short stories, articles from Italian newspapers, and selected texts on Italian culture as well as the writing of compositions are used to promote critical and analytical skills. Listening is practiced through the viewing of Italian films, cultural videos, or TV programs. Both reading and listening activities are followed by in-class discussions. *Three periods. Each semester earns one unit of credit. However, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102 (201 for 202) or permission of the instructor.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

ITAS 202 Intermediate Italian in Rome

Laviosa

Held over Wintersession in Rome, the aim of this intensive course is to develop students' fluency in spoken and written Italian. The reading of short stories, articles from Italian newspapers, and selected texts on Italian culture are used to promote critical and analytical skills. Listening is practiced through the viewing of Italian films. Both reading and listening activities are followed by in-class discussions. *Students must have received credit for ITAS 201 in order to receive credit for ITAS 202. Not offered every year. Subject to Dean's Office approval.*

Prerequisite: 101, 102, 103, 201, or permission of the instructor. Application required.
Distribution: Language and Literature
Semester: Wintersession Unit: 1.0

ITAS 203 Intensive Intermediate Italian

Pausini

This course is for students who have taken 103 or both 101 and 102. The course covers the same material as 201 and 202 over five class periods per week. The aim of the course is to improve and strengthen the skills acquired in Elementary Italian through reading authentic literary and journalistic texts, viewing of contemporary films, writing compositions, and grammar review. This is a demanding course developed especially for students with a strong interest in Italian Studies and who intend to spend a semester or year abroad.

Prerequisite: 103 or both 101 and 102
Distribution: Language and Literature
Semester: Spring Unit: 1.25

ITAS 209 Italian-Jewish Identity (In English)

Parussa

NOT OFFERED IN 2008-09. In the light of events like the high-profile trial of a Nazi war criminal and Pope John Paul II's encyclical letter on the responsibilities of Christians in the Holocaust, this course aims to discuss the question of Jewish identity in contemporary Italian culture. Students will read prose and poetry, essays and articles, as well as watch films that address issues such as religious and national identity in a culturally, racially, and linguistically homogeneous country like Italy. The course will also give students an overview of the formation and transformation of the Jewish community in Italian society. In addition to well-known Jewish Italian writers like Primo Levi and Bassani, students will read pertinent works by non-Jewish writers like Loy.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ITAS 211 Introduction to Italian Cultural Studies

Laviosa

NOT OFFERED IN 2008-09.

Prerequisite: 202 or permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ITAS 212 Italian Women Directors: The Female Authorial Voice in Italian Cinema (in English)

Laviosa

NOT OFFERED IN 2008-09. This course examines the films of five major Italian women directors across two artistic generations: Cavani and Wertmüller from the 1960s to the 1990s; Archibugi, Comencini and Torre in the 1990s. Neither fascist cinema nor neorealism fostered female talents, so it was only with the emergence of feminism and the women's movement of the 1960s and 1970s that a space for female voices in Italian cinema was created. The course will explore how women directors give form to their directorial signatures in film, focusing on their films' formal features and narrative themes in the light of their socio-historical context.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ITAS 214 Comedy Italian Style

Laviosa

NOT OFFERED IN 2008-09. This course will explore the development of comedy as a cultural, aesthetic, and political force. Presented through different artistic expressions, comedy will be examined as a reflection of Italian society and customs. Italian comedy often revolves around dramatic human themes and controversial political subjects, while the point of view of the author is humoristic or satirical. This course will discuss De Filippo's tragic-comic Neapolitan theater, Fo and Rame's subversive theatrical texts, and the political satire of contemporary women comedians such as Finocchiaro and Guzzanti. Comedy will be analyzed also in cinema through the performances and directorial styles of Totò, Troisi, Benigni, Nichetti, and Verdone. Finally, this course will discuss poetic texts by De Andrè and Gaber, authors and performers of satirical songs.

Prerequisites: 202 or equivalent or permission of the instructor.
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ITAS 242/CAMS 242 Postmodern Italian Cinema and Television (in English)

Viano

Ever since media tycoon Silvio Berlusconi exemplified the dangers of media fascism to the world, studying the cinema and television of Italy's Second Republic (1992 onwards) offers rewards that extend well beyond Italian Studies. Against the background of Italy's neoconservative television programming, this course explores both mainstream and art cinema production around the dawn of the third millennium. From sex comedy to intellectual cinema; from fantastic re-visitation of the accursed decades of the 1960s and 1970s to neo-realist epigones; from a typically underrated woman's film on the Sicilian Mafia to a man's anatomy of melancholy turned hypnotic cinema; the films in this course introduce students to the postmodern condition in Italy, and in the Western world, while mapping paths of conformity and resistance. *Students may register for either ITAS 242 or CAMS 242 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ITAS 261 Italian Cinema (in English)

Ward

A survey of the directors and film styles that paved the way for the golden age of Italian cinema, this course examines, first, the early Italian cinema of the first two decades of the twentieth century, going on to fascist cinema before embarking on an in-depth journey into the genre that made Italian cinema famous: namely, neorealism. We will analyze major films by Rossellini, Visconti, De Sica, and Antonioni (among others) with a view to understanding the ethical, social, political and philosophical foundations of the neorealist aesthetic.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Spring Unit: 1.0

ITAS 263 Dante (in English)

Jacoff

The course offers students an introduction to Dante and his culture. The centrality and encyclopedic nature of Dante's *Divine Comedy* make it a paradigmatic work for students of the Middle Ages. Since Dante has profoundly influenced several writers of the nineteenth and twentieth centuries, knowledge of the *Comedy* illuminates modern literature as well. This course presumes no special background and attempts to create a context in which Dante's poetry can be carefully explored.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ITAS 271 The Construction of Italy as a Nation

Ward

The course aims, first, to give students who wish to continue their study of Italian the chance to practice and refine their skills; and second, to introduce students to one of the major themes of Italian culture: namely, the role played by Italian intellectuals in the construction of Italy as a nation. We will read how Dante, Petrarch, and Machiavelli imagined Italy as a nation before it came into existence in 1860; how the nation came to be unified; and how the experience of unification has come to represent a controversial point of reference for twentieth-century Italy. Other figures to be studied will include Bembo, Castiglione, Foscolo, Gramsci, Tomasi di Lampedusa, D'Annunzio, Visconti, Levi, Blasetti, and Rossellini.

Prerequisite: 202 or permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ITAS 272 Small Books, Big Ideas. A Journey through Italian Identities

Parussa

NOT OFFERED IN 2008-09. Unlike other European literatures, contemporary Italian literature lacks a major work of fiction representing the nation's cultural identity. Rather, Italian literature boasts the small book, brief unclassifiable narratives that express the variety and complexity of Italian culture. Realistic novels or philosophical short stories, memoirs or literary essays, these works are a fine balance between a number of literary genres and, as such, are a good entranceway into the multifaceted and contradictory identity of Italy as a nation. The course will combine a survey of contemporary Italian literature with a theoretical analysis of how Italian identity has been represented in works by Moravia, Calvino, Ortese, and others.

Prerequisite: 201 as a prerequisite and 202 or 203 as a corequisite or permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ITAS 273 Italy in the 1960s

Ward

NOT OFFERED IN 2008-09. The 1960s were a period of great change in Italy. The major consequence of the economic boom of the late 1950s was to transform Italy from a predominantly agricultural to an industrialized nation. Through a study of literary and cinematic texts, the course will examine this process in detail. Time will also be given to the consequences of the radical changes that took place: namely, internal immigration, consumerism, new role of intellectuals, resistance to modernity, neo-fascism, student protest. Authors to be studied will include Calvino, Visconti, Pasolini, Olmi, Eco and authors from the Neo-Avant Garde movement.

Prerequisite: 201 as a prerequisite and 202 or 203 as a corequisite or permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ITAS 274 Women in Love: Portraits of Female Desire in Italian Culture

Parussa

This course is dedicated to the representation of female desire in Italian culture. From Dante's *Francesca da Rimini* to Pasolini's *Medea*, passing through renowned literary characters such as Goldoni's *Mirandolina*, Manzoni's *Gertrude*, and Verdi's *Violetta* the course will explore different and contrasting voices of female desire: unrequited and fulfilled, passionate and spiritual, maternal and destructive, domestic and transgressive. In particular, the varied and beautiful voices of women in love will become privileged viewpoints to understand the changes that occur in Italian culture in the conception of desire and other intimate emotions, as well as in the notion of gender and sexuality. Students will read texts by men and women from a wide variety of literary genres and artistic forms including not only prose and poetry, but also theater, opera, and cinema. They will also read important theoretical essays on the conception of love in Western cultures by Barthes, de Rougemont, Gidden, and Nussbaum.

Prerequisite: 202 or 201 with permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ITAS 310 Fascism and Resistance in Italy

Ward

NOT OFFERED IN 2008-09. This course examines the two fundamental political and cultural experiences of twentieth-century Italy: the twenty-year fascist regime and the resistance to it. We will study the origins of fascism in Italy's participation in World War I and its colonial ambitions; we will follow the development of fascism over the two decades of its existence and ask to what extent it received the consensus of the Italian people. We will go on to examine the various ways in which Italians resisted fascism and the role the ideals that animated antifascist thinking had in the postwar period. Authors to be studied include: Marinetti, D'Annunzio, Pascoli, Croce, Gobetti, Rosselli, Bassani, Ginzburg, Carlo and Primo Levi, and Silone.

Prerequisite: 211, 271, 272, or 273, or permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ITAS 311 Theatre, Politics, and the Arts in Renaissance Italy

Parussa

The flourishing Italian theatre in the fifteenth and sixteenth centuries is an extraordinary and unmatched phenomenon in the history of Italian culture. In Italian courts and city squares, theatre became the center of a dynamic relationship between power and culture. Under the aegis of princes and popes, artists of all kinds worked for the stage to celebrate and criticize the same power that both fostered and limited their intellectual freedom. The stage became a mirror in which Renaissance Italy, while attempting to admire its beauty, came face to face with its distorted image. The course will include readings of major plays by Bibiena, Machiavelli, and Ariosto. Attention will also be given to the paintings, drawings, and sketches used in the staging of these plays.

Prerequisite: 211, 271, 272, 273, or 274, or permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ITAS 312 *Rinascimento e Rinascimenti*: Cultural Identities in Fifteenth- and Sixteenth-Century Italy

Parussa

NOT OFFERED IN 2008-09. The Renaissance witnessed deep cultural transformations that have influenced contemporary ways of thinking. Cultural notions of class, gender, and religion find their roots in the cultural debate that animated Italian courts during the fifteenth and sixteenth centuries. Exploring how these notions have been both shaped and challenged, the course will suggest that it is more appropriate to think of the Renaissance as a plural rather than a single entity. In particular, attention will be given to themes such as the *donna angelicata* and the poet, the *cortegiano* and the peasant, the *principe* and the artist. The course will give students a solid introduction to the literature of the period and provide them with a theoretical framework for a thorough discussion of the material at hand.

Prerequisite: 211, 271, 272, 273, or 274, or permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ITAS 314 The Other Half: History and Culture of the Italian South

Ward

NOT OFFERED IN 2008-09. This course aims to introduce advanced level students to the rich and varied cultural and historical landscape of the Italian South, the *mezzogiorno*. Taking as its starting point the medieval court of Frederick II and the deep-seated repercussions its influence had on Italian cultural life, the course goes on to examine the works of southern thinkers and writers like Bruno, Campanella, and Vico, as well as the Neapolitan Enlightenment and the Southern question. In addition, we will examine twentieth-century writers like Carlo Levi, Tomasi di Lampedusa, Verga, Sciascia and Consolo, who were either born in southern Italy or have written about it.

Prerequisite: 211, 271, 272, or, 273, or permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ITAS 320 The Landscape of Italian Poetry

Parussa

NOT OFFERED IN 2008-09. The course is dedicated to the representation and exploration of landscape in the Italian poetic tradition. By studying how the varied and beautiful Italian landscape found expression in the literary works of major poets, students will be exposed to a rich body of work and the tradition it both follows and renews. In particular, the course will focus on a series of specific themes, giving special attention to language and style: these will include the opposition between rural and urban landscapes; the tension between dialects and the national language; the complex dynamics of tradition and innovation. Through initial exposure to selected classical poets, including Dante and Petrarch, students will gain in-depth knowledge of the main formal structures of Italian poetry, from the classical sonnet, going on to free verse. In addition, we will read poems by the Italian greats of the twentieth century, namely Ungaretti, Saba and Montale; as well as works by contemporary poets such as Caproni, Sereni and Valduga.

Prerequisite: 211, 271, 272, 273, or 274, or permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ITAS 349 The Function of Narrative

Ward

Beginning with Boccaccio and going on to Manzoni and Verga, the course introduces students to the major figures of the Italian narrative tradition. We then go on to study twentieth-century narrative texts, all the time seeking answers to the question of why narrative is such a fundamental human need. Why, for example, do we narrate our experience of life and the sense we have of ourselves, even in the form of diaries? Do the stories we tell faithfully reflect reality or do they create it? The course concludes with a reflection on narrative technique in cinema illustrated by the films of Antonioni. Other authors to be studied may include: Faa Gonzaga, Calvino, Ceresa, Rasy, Pasolini, Celati, and Benni.

Prerequisite: 211, 271, 272, or 273, or permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ITAS 350 Research or Individual Study

Prerequisite: Open by permission to students who have completed two units in literature in the department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ITAS 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ITAS 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Directions for Election

The Department of Italian Studies offers both a major and a minor.

The major in Italian studies offers students the opportunity to acquire fluency in the language and knowledge of the culture of Italy in a historical perspective. Students are strongly urged to begin Italian in their first year. ITAS 101-102 count toward the degree, but not the major. Students majoring in Italian are required to take nine units above the 100 level. One of such courses must be 211, 271, 272, 273, or 274. In addition, one course must be taken outside the department, on a related topic to be decided by the student and her major advisor. Furthermore, two of the nine courses must be at the 300 level and be taken in the department. The requirement to take two courses at the 300 level may not be met by taking 350 (Research or Individual Study), 360 (Senior Thesis Research) or 370 (Senior Thesis). Students are encouraged to consult with the chair about the sequence of courses they will take. Courses given in translation count toward the major. Qualified students are encouraged to spend their junior year abroad in Italy on the Eastern College Consortium program in Bologna (of which the Department of Italian Studies is a participant) or on another approved program.

The minor in Italian studies requires five units above the 100 level. Courses offered in translation count towards the minor.

Honors

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Department of Japanese

See Department of East Asian Languages and Literatures

Japanese Studies

See East Asian Studies

Jewish Studies

AN INTERDEPARTMENTAL MAJOR AND MINOR

Director: *Malino (History)*

Lecturer: *Ronell*

Advisory Board: *Geller (Religion), Malino (History), Ronell (Jewish Studies)*

The major in Jewish Studies is designed to acquaint students with the many facets of Jewish civilization through an interdisciplinary study of Jewish religion, history, philosophy, art, literature, social and political institutions, and cultural patterns.

For the eight-unit major in Jewish studies, students must take courses pertaining both to the ancient and modern worlds and show proficiency in Hebrew (equivalent to at least two semesters at the second-year level). In certain cases, where students whose area of concentration necessitates another language (such as Arabic, French, Spanish, Yiddish, or Ladino), that language may be substituted for Hebrew in consultation with the student's major advisor. In addition, students are expected to concentrate in some area or aspect of Jewish studies (such as religion, history, or Hebrew language and literature) by taking four courses above the 100 level, including at least two at the 300 level.

Advanced study of Hebrew may be pursued as a 350 course, and this may be used to fulfill the Language and Literature distribution requirement.

Majors devise their own programs in consultation with the director of the Jewish Studies Program and an appropriate faculty member from the student's area of concentration. Courses with an asterisk (*) also require the permission of the instructor if the course is to be counted for Jewish Studies.

In addition to Wellesley courses, students are encouraged to take courses at Brandeis University in the Department of Near Eastern and Judaic Studies which may be applicable to the Jewish Studies major. These courses must be approved, in advance, by the corresponding department at Wellesley. See the director of Jewish Studies for further details.

A minor in Jewish Studies consists of five units of which at least one must be at the 300 level and no more than one can be at the 100 level. Units must be taken in at least two departments. In consultation with the director of the Program in Jewish Studies, students devise their own programs. Also in consultation with the director, students can arrange to take courses for inclusion in the Jewish Studies minor in Brandeis University's Department of Near Eastern and Judaic Studies.

Honors

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the Program may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

The following courses are available in Jewish Studies:

HEBR 101-102 Elementary Hebrew

Ronell

Introduction to Hebrew with emphasis on its contemporary spoken and written form. Practice in the skills of listening and speaking as well as reading and writing, together with systematic study of Hebrew grammar. Students will master a basic vocabulary of approximately 1,000 words, and become comfortable in the use of the present, past and future tenses, as well as basic verb patterns. *Each semester earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None
Distribution: None
Semester: Fall, Spring Unit: 1.0

HEBR 201-202 Intermediate Hebrew

Ronell

Building on the foundations of 101-102, the third semester will continue to develop skills in modern Hebrew. Students will broaden their knowledge of verb patterns, compound sentence structures and mixed tenses. Special emphasis will be placed on composition and oral reports. The fourth semester will focus on literature through reading and discussion of selected short pieces of prose and poetry. Some examples of classical, rabbinic, and liturgical Hebrew will also be analyzed. Students will be required to write short compositions inspired by their readings. *Each semester earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

JWST 210 Jewish Fiction Around the Globe: Homeland and the Diaspora (in English)

Ronell

NOT OFFERED IN 2008-09. An exploration of contemporary Jewish fiction from diverse Jewish communities around the world including Israel, the US, Latin America, Germany, Eastern Europe, and South Africa. An examination of ideas of Homeland and the Diaspora, immigration and exile. Focus on the challenges of representing post-Holocaust Jewish identity in a global context. The authors to be read include Philip Roth, Shai Agnon, Aharon Appelfeld, Eva Hoffman, Ronit Matalon. The course is designed to provide students with an opportunity to develop a deeper understanding of global Jewish fiction today and its foundation in Hebraic literary tradition. All texts are in English translation.

Prerequisite: None. Not open to students who have taken this course as HEBR [210].
Distribution: Language and Literature or Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

JWST 230 Contemporary Israeli Culture through Literature, Music, and Film (in English)

Ronell

NOT OFFERED IN 2008-09. This course will use the lens of cultural studies through selected examples from film, music and literature by various authors to discuss an array of issues defining contemporary Israeli culture. It will examine how Israeli popular culture, secular and religious identity, the legacy of state-building and the Holocaust as well as the encounter with the Other (new immigrants, non-Israelis and non-Jews) are reflected in the text and on the screen. We will look at the changing images and self-representations of Israelis in diverse social and cultural contexts. The course will focus on primary and secondary readings, discussion, music, and films and music videos (with English subtitles).

Prerequisites: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

HEBR 250 Research or Individual Study

Prerequisite: Two years of Hebrew or permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 1.0

HEBR 350 Research or Individual Study

Prerequisite: Three years of Hebrew or permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 1.0

JWST 250 Research or Individual Study

Prerequisite: Open to first-year students and sophomores.
Distribution: None
Semester: Fall, Spring Unit: 1.0

JWST 250H Research or Individual Study

Prerequisite: Open to first-year students and sophomores.
Distribution: None
Semester: Fall, Spring Unit: 0.5

JWST 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

JWST 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 0.5

JWST 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

JWST 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

For Credit Toward the Major

ANTH 242* “Civilization” and “Barbarism” during the Bronze Age, 3500–2000 B.C.E.

ANTH 247* Societies and Cultures of Eurasia

ARAB 101-102 Elementary Arabic (see Middle Eastern Studies)

ARAB 201-202 Intermediate Arabic (see Middle Eastern Studies)

ARTH 267* Cross-Cultural Encounters in the Early Medieval Mediterranean

EXTD 288* Hitler: the Man in History, Literature, and Film

FRENCH 232* Occupation and Resistance: The French Memory and Experience of World War II

HIST 201* The Rise of the West?: Europe 1789–2003

HIST 217 The Making of European Jewry, 1085–1815

HIST 218 From Ghettos to Nation-States: Jews in the Modern World

HIST 219 The Jews of Spain and the Lands of Islam

HIST 224 Zionism and Irish Nationalism: A Comparative Perspective

HIST 326 Seminar. American Jewish History

HIST 328 Seminar. Antisemitism in Historical Perspective

HIST 343 Seminar. History of Israel

HIST 367 Seminar. Jewish Identities in the Modern World

REL 104 Study of the Hebrew Bible/Old Testament

REL 105 Study of the New Testament

REL 202 Biblical Poetry

REL 207 Goddesses, Queens, and Witches: Survey of the Ancient Near East

REL 228* Fundamentalisms: A Comparative Perspective

REL 240 Romans, Jews, and Christians in the Roman Empire

REL 242 Introduction to Rabbinic Literature

REL 243 Women in the Biblical World

REL 244 Jerusalem: The Holy City

REL 245 The Holocaust and the Nazi State

REL 246 Jewish Civilization

REL 248 The Dead Sea Scrolls

REL 260 Islamic Civilization

REL 303 Seminar. The Sacrifice of the Beloved Child in the Bible and Its Interpretations

REL 305 Seminar. The Book of Genesis

REL 342 Seminar. Archeology of the Biblical World

SPAN 252* Christians, Jews, and Moslems: The Spirit of Spain in Its Literature

SPAN 267* The Writer and Human Rights in Latin America

SPAN 279 Jewish Women Writers of Latin America

*requires permission of the instructor if the course is to be counted for Jewish Studies

Latin American Studies

AN INTERDEPARTMENTAL MAJOR

Directors: *Renjilian-Burgy (Spanish), Wasserspring (Political Science)*

Advisory Committee: *Agosin (Spanish), Elkins (Religion), Fox Tree (Anthropology), Guzauskyte*[A] *(Spanish), Levitt (Sociology), McEwan (Economics), Oles (Art), Osorio (History), Renjilian-Burgy (Spanish),), Rubio*[A] *(Spanish), Vega*[A] *(Spanish), Wasserspring (Political Science)*

The Latin American Studies major is designed to provide students with a broad understanding of the Latin American experience through an interdisciplinary program of study.

The Latin American Studies major consists of 11 courses: 2 language courses and 9 courses from the detailed list below. The language requirement normally consists of two Spanish courses at the 241 level or above. In exceptional circumstances when a student can demonstrate oral and written mastery of Spanish, she may be exempted from this requirement by taking an oral and written examination.

For the 9 courses beyond the language requirement, students need to choose a concentration consisting of 4 courses taken in one of the following disciplines: art history, history, political science, sociology, or Spanish. (In special circumstances, students may petition the directors for an alternative field of concentration.) Overall, students must complete courses in at least 3 different disciplines. Out of the 9 required units, at least 2 must be taken at the 300 level. At least one 300-level course must be in the student's field of concentration. It is also recommended that one 300-level course be a seminar.

Upon declaring the major, students must submit to the directors a plan of study for approval. In cases where the student's chosen concentration is in a discipline other than those of the directors, a second advisor in the student's field of concentration must also be arranged.

Students should note that those courses listed below with an asterisk(*), require that the student upon enrollment inform the instructor that the course is to be counted towards her Latin American Studies major. Students enrolled in these courses must complete a research paper on a Latin American theme.

Qualified juniors are encouraged to spend a semester or a year in Latin America. Both the directors and the Study Abroad Office have information to help students select appropriate sites for study in Latin America. Wellesley offers several opportunities, including its own program in Puebla, Mexico, as well as exchange opportunities in Argentina. Additionally, the Wellesley Internship Program in Costa Rica (WICR) offers funded summer internships to qualified students. To be eligible for study in Latin America, a student is expected to have completed a course at or above SPAN 241.

Honors

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. Students who are interested in writing an honors thesis in Latin American Studies should submit a proposal to the faculty committee by the end of their junior year. The proposal should include a description of the thesis project, a sample bibliography and a copy of the student's transcript. It is required that the student has already completed fundamental coursework in the area in which she proposes to do her honors work. See Academic Distinctions.

Majors may also apply to the Five-Year Cooperative M.A. Program at Georgetown University in Latin American Studies. This program enables the student to apply upper-level Latin American Studies courses taken at Wellesley toward the Master's Degree at Georgetown. A summer of study at the Universidad Catolica in Santiago, Chile, taken during an undergraduate summer, and a year of academic work at Georgetown are required to earn the Master's Degree at Georgetown in one year. Interested students should contact the directors of Latin American Studies or the Center for Work and Service.

LAST 250 Research or Individual Study

Prerequisite: Two units of course work in Latin American Studies.
Distribution: None
Semester: Fall, Spring Unit: 1.0

LAST 250H Research or Individual Study

Prerequisite: Two units of course work in Latin American Studies.
Distribution: None
Semester: Fall, Spring Unit: 0.5

LAST 350 Research or Individual Study

Prerequisite: Open to Latin American Studies and Spanish majors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

LAST 350H Research or Individual Study

Prerequisite: Open to Latin American Studies and Spanish majors.
Distribution: None
Semester: Fall, Spring Unit: 0.5

LAST 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

LAST 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

For Credit Toward the Major

AFR 340* Health and Healthcare Professionals in the African Diaspora

ANTH 260 Cultures and People of Mesoamerica

ARTH 237 Art, Architecture, and Culture in Post-Conquest Mexico

ECON 241 Poverty and Inequality in Latin America

ES 214/POL2 214 Social Causes and Consequences of Environmental Problems

HIST 206 From Conquest to Revolution: A History of Colonial Latin America

HIST 207 Contemporary Problems in Latin American History

HIST 378 Seminar. Women and Social Movements in Latin America

POL2 204* Political Economy of Development and Underdevelopment

POL2 207 Politics of Latin America

POL2 214/ES 214* Social Causes and Consequences of Environmental Problems

POL2 310* Seminar. Politics of Community Development

POL2 312* Seminar. Environmental Policy

POL2 353 Seminar. The Politics of Contemporary Cuba

POL3 323* International Economic Policy

POL3 332* Seminar. People, Agriculture, and the Environment

POL4 342* Seminar. Marxist Political Theory

PSYC 347* Seminar. Culture and Social Identity

REL 221* Catholic Studies

SOC 221* Globalization

SOC 303* Comparative Perspectives on Religion and Politics

SPAN 257 The Word and the Song: Contemporary Latin American Poetry

SPAN 265 Introduction to Latin American Cinema

SPAN 267 The Writer and Human Rights in Latin America

SPAN 275 The Making of Modern Latin American Culture

SPAN 279 Jewish Women Writers of Latin America

SPAN 323 Seminar. Modern Mexico

SPAN 329 Seminar. Chile: Literature and the Arts

WOST 216 Women and Popular Culture: Latina Nannies and the Latina Sex Pot

WOST 223 Gendering the Bronze Screen: Representation of Chicanas/Latinas in Film

WOST 326 Crossing the Border(s): Narratives of Transgression

Also: courses may be taken in the Program for Mexican Culture and Society in Puebla, Mexico and in approved programs in other Latin American sites. Courses focusing Latin America in the PRESHCO program in Spain or in other study-abroad programs can be counted with permission of the directors.

*Upon enrollment, the student must notify the instructor that the course is to be counted for Latin American Studies and that, as such, the student will be required to do a research paper which focuses on Latin America.

Linguistics

See Cognitive and Linguistic Sciences

Department of Mathematics

Professor: *Bu (Chair), Hirschhorn, Magid, Shuchat, Shultz, Sontag, Trenk*[A]*, Wang*

Associate Professor: *Chang, Kerr*[A]

Assistant Professor: *Volic*

Visiting Lecturer: *Munson, Radosevich, Tannenhauser, Winters*

Mathematics has a fascinating dual nature. Many study it as an object of endless beauty, interest and intellectual challenge, while others are motivated by its applications to real-world problems. Increasingly, mathematics is an essential tool for modeling phenomena in the physical, biological and social sciences. Mathematical literacy is the key to surviving and thriving in the world of technology. At its heart, mathematics is the study of patterns: it is a creative art as well as a logical system. Mathematics has always been a part of the liberal arts core at Wellesley College. One way our students continue this tradition is by combining mathematics with a minor or a double major in another field such as Economics, English, Classics or Chemistry. Mathematics is excellent preparation for a lifetime of discovering, learning, and applying new knowledge. Most courses meet for three periods weekly or for two periods weekly with a third period approximately every other week.

The mathematics department Web page (www.wellesley.edu/Math/mathhome.html) has more detailed course descriptions and information for majors and minors.

MATH 101 Reasoning with Data: Elementary Applied Statistics
Staff
An introduction to the fundamental ideas and methods of statistics for analyzing data. Topics include descriptive statistics, basic probability, inference and hypothesis testing. Emphasis on understanding the use and misuse of statistics in a variety of fields, including medicine and both the physical and social sciences. This course is intended to be accessible to those students who have not yet had calculus.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have completed 205, except by permission of the instructor; such students should consider taking 220 instead. Not open to students who have taken or are taking MATH 101Z, POL 199, QR 180, ECON 103/SOC 190, or PSYC 205.
Distribution: Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Fall, Spring Unit: 1.0

MATH 101Z Reasoning with Data: Elementary Applied Statistics with Health Applications
Polito (Quantitative Reasoning)
In this course, students use probability and statistics to examine the risks that we encounter every day. The focus is on personal medical decision-making and the impact of our environment on our health. Students will address questions such as: How concerned should we be about pesticide use? How can we make informed decisions about women's health issues, including contraception and sexually transmitted diseases? How much of an impact does diet have on health? Why did different studies of hormone replacement therapy come to contradictory conclusions, and how can we read reports on such studies intelligently and skeptically? Topics include descriptive statistics, basic probability, inference and hypothesis testing.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken or are taking MATH 101, POL 199, QR 180, ECON 103/SOC 190 or PSYC 205. Not open to students who have completed 205, except by permission of the instructor; such students should consider taking 220 instead.
Distribution: Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Spring Unit: 1.0

MATH 102 Applications of Mathematics without Calculus
Staff
This course explores several areas of mathematics which have application in the physical and social sciences, yet which require only high-school mathematics as a prerequisite. The areas covered will be chosen from systems of linear equations, linear programming, probability, game theory, and stochastic processes. Students will solve problems on topics ranging from medical testing to economics, with the results demonstrating the value of mathematical reasoning. May not be counted toward the major.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

MATH 115 Calculus I
Staff
Introduction to differential and integral calculus for functions of one variable. The heart of calculus is the study of rates of change. Differential calculus concerns the process of finding the rate at which a quantity is changing (the derivative). Integral calculus reverses this process. Information is given about the derivative, and the process of integration finds the "integral," which measures accumulated change. This course aims to develop a thorough understanding of the concepts of differentiation and integration, and covers techniques and applications of differentiation and integration of algebraic, trigonometric, logarithmic, and exponential functions. MATH 115 is an introductory course designed for students who have not seen calculus before.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: Mathematical Modeling
Semester: Fall, Spring, Summer Unit: 1.0

MATH 116 Calculus II
Staff
The course begins with applications and techniques of integration. It probes notions of limit and convergence and adds techniques for finding limits. Half of the course covers infinite sequences and series, where the basic question is: What meaning can we attach to a sum with infinitely many terms and why might we care? The course can help students improve their ability to reason abstractly and also teaches important computational techniques. Topics include integration techniques, l'Hôpital's rule, improper integrals, geometric and other applications of integration, theoretical basis of limits and continuity, infinite series, power series, and Taylor series. MATH 116 is the appropriate first course for many students who have had AB calculus in high school.

Prerequisite: 115 or the equivalent
Distribution: Mathematical Modeling
Semester: Fall, Spring Unit: 1.0

MATH 120 Calculus IIA

Staff

This course is a variant of 116 for students who have a thorough knowledge of the techniques of differentiation and integration, and familiarity with inverse trigonometric functions and the logarithmic and exponential functions. It includes a rigorous and careful treatment of limits, sequences and series, Taylor's theorem, approximations and numerical methods, Riemann sums, improper integrals, l'Hôpital's rule, and applications of integration.

Prerequisite: Open by permission of the department to students who have completed a year of high school calculus. Students who have studied Taylor series should elect 205. Not open to students who have completed 115, 116, or the equivalent.
Distribution: Mathematical Modeling
Semester: Fall Unit: 1.0

MATH 205 Multivariable Calculus

Staff

Most real-world systems that one may want to model, whether in the natural or in the social sciences, have many interdependent parameters. To apply calculus to these systems, we need to extend the ideas and techniques of MATH 115 and MATH 116 to functions of more than one variable. Topics include vectors, matrices, determinants, polar, cylindrical, and spherical coordinates, curves, functions of several variables, partial and directional derivatives, gradients, Lagrange multipliers, multiple integrals, line integrals, and Green's Theorem.

Prerequisite: 116, 120, or the equivalent. Not open to students who have completed [MATH 216]/PHYS 216.
Distribution: Mathematical Modeling
Semester: Fall, Spring Unit: 1.0

MATH 206 Linear Algebra

Shultz, Sontag, Wang

Linear algebra is one of the most beautiful subjects in the undergraduate mathematics curriculum. It is also one of the most important with many possible applications. In this course, students learn computational techniques that have widespread applications in the natural and social sciences as well as in industry, finance, and management. There is also a focus on learning how to understand and write mathematical proofs and an emphasis on improving mathematical style and sophistication. Topics include vector spaces, subspaces, linear independence, bases, dimension, inner products. Linear transformations, matrix representations, range and null spaces, inverses, eigenvalues.

Prerequisite: 205 or MATH 215/[PHYS 215]; or, with permission of the instructor, 116, 120, or the equivalent.
Distribution: Mathematical Modeling
Semester: Fall, Spring Unit: 1.0

MATH 208 Functions of a Complex Variable

NOT OFFERED IN 2008-09. Complex numbers and the complex plane. Definitions and mapping properties of elementary complex functions. Analyticity and the Cauchy-Riemann equations. Complex-integration theory including the Cauchy-Goursat Theorem; Taylor and Laurent series; Maximum Modulus Principle; residue theory and singularities. Additional topics such as conformal mapping and Riemann surfaces as time permits.

Prerequisite: 205
Distribution: Mathematical Modeling
Semester: N/O Unit: 1.0

MATH 210 Differential Equations

Wang

Introduction to theory and solution of ordinary differential equations, with applications to such areas as physics, ecology, and economics. Includes linear and nonlinear differential equations and equation systems, existence and uniqueness theorems, and such solution methods as power series, Laplace transform, and graphical and numerical methods.

Prerequisite: 205
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

MATH 212 Differential Geometry

NOT OFFERED IN 2008-09. An introduction to the differential geometry of curves and surfaces. Topics include curvature of curves and surfaces, first and second fundamental forms, equations of Gauss and Codazzi, the fundamental theorem of surfaces, geodesics, and surfaces of constant curvature. *Normally offered in alternate years.*

Prerequisite: 205 or permission of the instructor
Distribution: Mathematical Modeling
Semester: N/O Unit: 1.0

MATH 214 Euclidean and Non-Euclidean Geometry

Magid

A rigorous treatment of the fundamentals of two-dimensional geometry: Euclidean, spherical, elliptic and hyperbolic. The course will present the basic classical results of plane geometry: congruence theorems, concurrence theorems, classification of isometries, etc. and their analogues in the non-Euclidean settings. The course will provide a link between classical geometry and modern geometry, preparing for study in group theory, differential geometry, topology, and mathematical physics. The approach will be analytical, providing practice in proof techniques. This course is strongly recommended for prospective teachers of mathematics.

Prerequisite: 205 or permission of the instructor
Distribution: Mathematical Modeling
Semester: N/O Unit: 1.0

MATH 215 Mathematics for the Sciences I

Magid

This course is tailored to the needs and preparations of students considering majors in the sciences. It presents techniques of applied mathematics relevant to a broad range of scientific studies, from the life sciences to physics and astronomy. The topics of study include complex numbers, ordinary differential equations, an introduction to partial differential equations, linear algebra (matrices, systems of linear equations, vector spaces, eigenvalue problems), and Fourier series. The course emphasizes mathematical techniques and presents applications from all the sciences. Some familiarity with vectors (e.g., dot products) is assumed.

Prerequisite: 116, 120, or the equivalent. Not open to students who have taken this course as [PHYS 215].
Distribution: Mathematical Modeling
Semester: Fall Unit: 1.0

MATH 220 Probability and Elementary Statistics

Shuchat

This course is about the mathematics of uncertainty, where we use the ideas of probability to describe patterns in chance phenomena. Probability is the basis of statistics and game theory, and is immensely useful in many fields including business, social and physical sciences, and medicine. The first part of the course focuses on probability theory (random variables, conditional probability, probability distributions), using integration and infinite series. The second part discusses topics from statistics (sampling, estimation, confidence interval, hypothesis testing). Applications are taken from areas such as medical diagnosis, quality control, gambling, political polls, and others.

Prerequisite: 205. Open to students with a strong background in single-variable calculus (116, 120, or the equivalent) by permission of the instructor
Distribution: Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Fall, Spring Unit: 1.0

MATH 223 Number Theory

Volic

Number theory is the study of the most basic mathematical objects: the natural numbers (1, 2, 3, etc.). It begins by investigating simple patterns: for instance, which numbers can be written as sums of two squares? Do the primes go on forever? How can we be sure? The patterns and structures that emerge from studying the properties of numbers are so elegant, complex, and important that number theory has been called "the Queen of Mathematics". Once studied only for its intrinsic beauty, number theory has practical applications in cryptography and computer science. Topics include the Euclidean algorithm, modular arithmetic, Fermat's and Euler's Theorems, public-key cryptography, quadratic reciprocity. MATH 223 has a focus on learning to understand and write mathematical proofs; it can serve as valuable preparation for 305. *Majors can fulfill the major presentation requirement in this course in 2008-09.*

Prerequisite: 116, 120 or the equivalent; or CS 230 together with permission of the instructor
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

MATH 225 Combinatorics and Graph Theory

Hirschhorn, Volic

Combinatorics is the art of counting possibilities: for instance, how many different ways are there to distribute 20 apples to 10 kids? Graph theory is the study of connected networks of objects. Both have important applications to many areas of mathematics and computer science. The course will be taught emphasizing creative problem-solving as well as methods of proof, such as proof by contradiction and induction. Topics include: selections and arrangements, generating functions, recurrence relations, graph coloring, Hamiltonian and Eulerian circuits, and trees.

Prerequisite: 116, 120, or the equivalent; or CS 230 together with permission of the instructor
Distribution: Mathematical Modeling
Semester: Fall, Spring Unit: 1.0

MATH 251 Topics in Applied Mathematics

NOT OFFERED IN 2008-09.

Prerequisite: None
Distribution: Mathematical Modeling
Semester: N/O Unit: 1.0

MATH 302 Elements of Analysis I
Magid
Real analysis is the study of the rigorous theory of the real numbers, Euclidean space, and calculus. The goal is to thoroughly understand the familiar concepts of continuity, limits and sequences. We also study metric spaces, which generalize the familiar notion of distance to a broader setting. Topics include metric spaces; compact, complete, and connected spaces; continuous functions; differentiation and integration; limits and sequences; and interchange of limit operations as time permits.

Prerequisite: 205, and at least one from 206, 208, 212, 214, 223, 225
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

MATH 303 Elements of Analysis II

NOT OFFERED IN 2008-09. A continuation of MATH 302. Topics chosen from the theory of Riemann integration, measure theory, Lebesgue integration, Fourier series, and calculus on manifolds. *Offered in alternate years.*

Prerequisite: 302
Distribution: Mathematical Modeling
Semester: N/O Unit: 1.0

MATH 305 Abstract Algebra
Chang
In this course, students examine the structural similarities between familiar mathematical objects such as number systems, matrix sets, function spaces, general vector spaces and mod n arithmetic. Topics include groups, rings, fields, homomorphisms, normal subgroups, quotient spaces, isomorphism theorems, divisibility and factorization. Many concepts generalize number theoretic-notions such as Fermat's little theorem and the Euclidean algorithm. Optional subjects include group actions and applications to combinatorics.

Prerequisite: 206
Distribution: Mathematical Modeling
Semester: Fall Unit: 1.0

Math 306 Topics in Abstract Alegebra
Chang
Topic for 2008-09: Modern Number Theory. This course offers an advanced treatment of number theory from an abstract algebraic point of view. Subjects covered will include unique factorization, congruence, quadratic and cubic reciprocity, Gauss and Jacobi sums, equations over finite fields, and the zeta function. Students who have taken 306 in Spring 2007 or 2008 may repeat this course for credit. *Majors can fulfill the presentation requirement in this course in 2008-2009.*

Prerequisite: 305
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

MATH 307 Topology
Volic
This course covers some basic notions of point-set topology, such as topological spaces, metric spaces, connectedness and compactness, Heine-Borel Theorem, quotient spaces, topological groups, groups acting on spaces, homotopy equivalences, separation axioms, Euler characteristic and classification of surfaces. Additional topics include the study of the fundamental group (time permitting).

Prerequisite: 302
Distribution: Mathematical Modeling
Semester: Fall Unit: 1.0

MATH 309 Foundations of Mathematics

NOT OFFERED IN 2008-09. This course will introduce students to aspects of set theory and formal logic. The notion of set is one of the fundamental notions of modern mathematics. In fact other mathematical notions, such as function, relation, number, etc. can be represented in terms of purely set theoretical notions and their basic properties can be proved using purely set theoretic axioms The course will include the Zermelo-Fraenkel axioms for set theory, the Axiom of Choice, transfinite arithmetic, Zorn's Lemma, ordinal numbers and cardinal numbers. We also study Gödel's incompleteness theorem, which asserts that any consistent system containing arithmetic has questions that cannot be answered within the system. *Offered in alternate years.*

Prerequisite: 302 or 305; or at least two from 206, 214, 223, 225
Distribution: Mathematical Modeling
Semester: N/O Unit: 1.0

MATH 310 Complex Analysis
Chang
This course offers a rigorous treatment of complex analysis of one variable. Topics include complex numbers and functions, analyticity, Cauchy's integral formula and its consequences, Taylor and Laurent series, the residue theorem, the principle of the argument and Rouché's theorem. Other subjects may include conformal mappings, asymptotic series and infinite products. The course will be conducted at the level of both theory and computation.

Prerequisite: 302
Distribution: Mathematical Modeling
Semester: Fall Unit: 1.0

MATH 349A Selected Topics
Shultz
Topic for 2008-09: Chaotic Dynamical Systems. This course studies time evolution of systems with discrete time steps. Topics include dynamical systems on the line and circle, one parameter families of quadratic maps, period doubling, chaos, fractals, and a brief introduction to complex dynamics (Julia set, the Mandelbrot set). Applies some techniques of analysis from 302, but much of the material relies only on calculus. *Majors can fulfill the major presentation requirement in this course in 2008-09.*

Prerequisite or corequisite: 302
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

MATH 349B Selected Topics
Volic
Topic for 2008-09: Introduction to Algebraic Geometry. This course studies the geometry of sets of solutions of polynomials over rings. Topics will include affine varieties and their relation to ideals in polynomial rings, Groebner bases, Hilbert Basis Theorem, Buchberger's Algorithm, Elimination Theorem, and Hilbert's Nullstellensatz. Other topics includes (time permitting) irreducible varieties, projective varieties, and the dimension of a variety. The assignments will occasionally also contain a computational component for which it will be necessary to use mathematical computing software such as Mathematica or Maple. *Majors can fulfill the major presentation requirement in this course in 2008-09.*

Prerequisite: 305 or by permission of the instructor.
Distribution: Mathematical Modeling.
Semester: Spring Unit: 1.0

MATH 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

MATH 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

MATH 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Directions for Election

Placement in courses and exemption examinations
The mathematics department reviews elections of calculus students and places them in MATH 115, 116, 120, or 205 according to their previous courses and summer placement results. See the descriptions for these courses. If there is a question about placement, the department recommends that the student attend the course in which she is placed and contact the sectioning coordinator (contact information in Science Center 361) to discuss her placement. No special examination is necessary for placement in an advanced course.

Students may receive course credit towards graduation through the CEEB Advanced Placement tests in mathematics and the IB Higher Level mathematics exam. See the department Web page for more information, www.wellesley.edu/Math/Pages/prospectives.html. Students with scores of 4 or 5 on the AB Examination or an AB-subscore of 4 or 5 on the BC Examination, or a score of 5, 6, or 7 on the IB Higher Level mathematics exam receive one unit of credit (equivalent to 115) and are eligible for 116 or 120. Those entering with scores of 4 or 5 on the BC Examination receive two units (equivalent to 115 and 116/120) and are eligible for 205. Students with a 5 on the AP examination in statistics receive one unit of credit (equivalent to 101). Neither Advanced Placement credits nor IB credits may count toward the major or minor.

Students majoring in mathematics entering in the fall of 2007 and later must complete MATH 115 and one of 116/120 (or the equivalent) and at least eight units of 200-level and 300-level courses. These eight units must include 205, 206, 302, 305, and two additional 300-level courses. Students entering before the fall of 2007 must complete MATH 115 and one of 116/120 (or the equivalent) and at least seven units of 200-level and 300-level courses. These seven units must include 205, 206, 302, 305, and one additional 300-level course. For students entering in the fall of 2006 and later, at most two of 206, 210, 215 may be counted towards a major. Credit for PHYS 216 satisfies the requirement that a math major take 205, but does not count as one of the units of 200-level and 300-level courses towards a major.

Students expecting to major in mathematics should complete the prerequisites for 302 and 305 before the junior year. Students may wish to consult the chair of the Department of Mathematics or their current mathematics instructor in deciding when to take 302 and 305. Independent study units (MATH 350, 360, 370) may not count as one of the 300-level courses required for the major.

Majors are also required to present one classroom talk in either their junior or senior year, usually in one of the courses specially designated as fulfilling this requirement. (See course listings with "Majors can fulfill the major presentation requirement in this course.") Usually two such courses are designated each semester. In addition, a limited number of students may be able to fulfill the presentation requirement in other courses.

In addition, a limited number of students may be able to fulfill the presentation requirement in other courses, with permission of the instructor.

Students expecting to do graduate work in mathematics should elect 302, 305, and at least four other 300-level courses, possibly including a graduate course at MIT. See the department Web page for course suggestions: www.wellesley.edu/Math/Pages/Curriculum/outside_wellesley.html. They are also advised to acquire a reading knowledge of one or more of the following languages: French, German, or Russian.

The mathematics minor is recommended for students whose primary interests lie elsewhere but who wish to take a substantial amount of mathematics beyond calculus. Option I (five units) consists of: (A) 205, 206 and (B) 302 or 305 and (C) two additional units, at least one of which must be at the 200 or 300 level. Option II (five units) consists of: (A) 205, 206 and (B) three additional 200- or 300-level units. PHYS 216 satisfies the requirement that a math minor take 205, but does not count as one of the five units. For students entering in the fall of 2006 and later, at most two of 206, 210, 215 may be counted towards a mathematics minor. A student who plans to add the mathematics minor to a major in another field should consult a faculty advisor in mathematics.

Teacher certification

Students interested in teaching mathematics at the secondary-school level should consult the chair of the mathematics department and the chair of the education department. Students interested in taking the actuarial science examinations should consult the chair of the mathematics department.

MIT courses

Students are encouraged to elect MIT courses that are not offered by the Wellesley College mathematics department.

Honors

The department offers the following options for earning honors in the major field: (1) completion of 302, 305, and four other 300-level courses, and two written comprehensive examinations or (2) two semesters of thesis work (360 and 370). An oral examination is required for both programs. To be admitted to the honors program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Media Arts and Sciences

AN INTERDEPARTMENTAL MAJOR

Co-Directors: *Metaxas (Computer Science), Black (Studio Art)*

The Departments of Art and Computer Science offer an interdepartmental major in media arts and sciences that explores the artistic, cultural, and scientific applications of new media technologies. The program focuses on media production that balances artistic sensibility with analytical reasoning within the rich tradition of the liberal arts environment. Areas of study include digital imaging and design; web-connected database architectures; three-dimensional visualization and modeling; digital composition in audio/video; analog and digital print and photographic processes; computer graphics and animation; human-computer interaction; and programming for networked environments.

A major in media arts and sciences requires twelve units of course work, at least eight of which must be above the 100-level and two of which must be at the 300-level. No more than one can be 350 or 360. Flexibility has been built into the major to allow students to adapt their course of study to their interests, choosing an emphasis either in media sciences or in media arts. The major starts with three introductory courses, at least five courses in the area of concentration and at least two courses outside the area of concentration. In addition to other courses at Wellesley, students can take courses at MIT's Media Lab and Comparative Media Studies program or at Olin College of Engineering.

Requirements for the major are listed below. A Frequently Asked Questions (FAQ) section can be found at the program's Web site: www.wellesley.edu/MAS/ along with a spreadsheet to help students plan their major.

1. Three required introductory courses, one each from studio art, art history and computer science: ARTH 101 (Introduction to the History of Art Part II: Renaissance to the Present), CS 110 (Computer Science and the Internet), ARTS 109 (Basic Two-Dimensional Design) or ARTS 108 (Photography I) or ARTS 105 (Drawing I) or ARTS 165 (Introduction to Video Production).

2. At least two required art courses (at least five required for emphasis in media arts) from the following suggested courses: ARTS 221 (Digital Imaging), ARTS 255 (Dynamic Interface Design), ARTS 260 (Moving Image Studio), ARTS 208 (Photography II) or ARTS 265 (Intermediate Video Production), ARTS 308 (Photography III) or ARTS 365 (Advanced Video Production), ARTS 313 (Virtual Form), ARTS 219 or 220 (Printmaking), ARTS 317 (Seminar. Topics in the Visual Arts), ARTS 322 (Advanced Print Concepts), MUS 275 (Computer Music: Synthesis Techniques and Compositional Practice).

3. At least two required computer science courses (at least five required for concentration in media sciences) from the following suggested courses: CS 111 (Computer Programming and Problem Solving), CS 215 (Multimedia Design and Programming), CS 230 (Data Structures), CS 231 (Fundamental Algorithms), CS 242 (Computer Networks), CS 249 (Human-Computer Interaction), CS 304 (Databases with Web Interfaces), CS 307 (Computer Graphics).

4. At least one media culture course is recommended from the following suggested courses: ARTH 225 (Modern Art Since 1945), ARTH 226 (History of Photography: From Invention to Media Age), ARTH 391 (Persuasive Images), CAMS 175 (Introduction to Cinema and Media Studies), ARTH 364 (Women Filmmakers: History and Theory of Subversion). Other media studies courses that could apply may be offered in the future.

Majors are also encouraged to take an advanced media production course (e.g. an MAS individual study).

Students may receive a maximum of one unit of college credit for a score of 5 on the Computer Science A or AB Advanced Placement Exam. This unit can count towards the media arts and sciences major.

Honors

The MAS thesis offers a year-long opportunity to develop independent research and production with honors. Students interested in proposing a thesis must have a minimum 3.5 GPA in the major, and the support of a faculty advisor in the Art or CS departments. Normally, the honors process needs to obey the guidelines of the corresponding department (Studio Art or CS). An interdepartmental review will occur at the end of the fall semester, to determine whether the student should continue her project as a 370 in the Spring and convey its decision to the student by December 20th. In a case where it is recommended that the Senior Thesis not be continued into the second semester, a student would receive credit for 360 work on the completion of a schedule of work previously agreed to between the thesis advisor and the student.

The thesis proposal should be discussed with the primary faculty advisor during the spring prior to senior year. Proposals for thesis projects must be submitted in writing, detailing the scope for the project, research methodology, project timeline, and must be accompanied by an electronic portfolio of at least 4 MAS/Studio Art projects. Proposals are due on August 25 before the beginning of the student's senior year.

MAS 250 Research or Individual Study

Prerequisite: Open to all students by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

MAS 250H Research or Individual Study

Prerequisite: Open to all students by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

MAS 350 Research or Individual Study

Prerequisites: Open to juniors and seniors by permission
Distribution: None
Semester: Fall, Spring Unit: 1.0

MAS 350H Research or Individual Study

Prerequisites: Open to juniors and seniors by permission
Distribution: None
Semester: Fall, Spring Unit: 0.5

MAS 360 Senior Thesis Research

Prerequisites: By permission of department. See Academic Distinctions
Distribution: None
Semester: Fall, Spring Unit: 1.0

MAS 370 Senior Thesis

Prerequisites: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

For Credit Toward the Major

The courses listed below are representative of Wellesley and MIT courses that emphasize topics related to the media arts and sciences major. Students may include courses not listed below in their major with permission of the program directors.

CAMS 231 Film as Art

CS 115/PHYS 115 Robotic Design Studio

CS 342 Computer Security

CS 349 Web Search and Mining

ENG 204 The Art of Screenwriting

EXTD 240 Papyrus to Print to Pixel

PHIL 203 Philosophy of Art

PHYS 115/CS 115 Robotic Design Studio

NEUR 320 Vision and Art: Physics, Physiology, Perception, and Practice with Laboratory

SOC 231 The Sociology of Art, Media, and Culture—Comparative Perspectives

MIT Courses

The MIT Media Lab and the MIT Comparative Media Studies Program offer a large variety of courses that may be appropriate for a media arts and sciences major. These offerings vary per semester; please consult the MIT catalog at student.mit.edu/catalog/mMASa.html and student.mit.edu/catalog/mCMSa.html. Sample Media Lab courses offered regularly are:

MAS.110 Fundamentals of Computational Media Design

MAS.111 Introduction to Doing Research in Media Arts and Sciences

MAS.160 Signals, Systems and Information for Media Technology

MAS.642J Writing for Computer Performance

CMS.790 Media Theories and Methods I

CMS.801 Media in Transition

CMS.880 Erasmus to E-mail: Technologies of the Word

Olin Courses

The Olin College of Engineering offers the following courses that may be appropriate for a media arts and sciences major.

ENGR 2250 User Oriented Collaborative Design

ENGR 3220 Human Factors and Interaction Design

Medieval/Renaissance Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Ramseyer (History)*

Advisory Committee: *Carroll (Art), Elkins (Religion), Lynch (English), Vega*[A] *(Spanish)*

The major in Medieval/Renaissance Studies enables students to explore the richness and variety of European and Mediterranean civilization from later Greco-Roman times through the Renaissance and Reformation, as reflected in art, history, literature, music, and religion. It has a strong interdisciplinary emphasis; we encourage students to make connections between the approaches and subject matters in the different fields that make up the major. At the same time, the requirements for the major encourage special competence in at least one field.

For a Medieval/Renaissance Studies major, students must take at least eight units of course work from the list that follows. Of these, at least four must be above the 100-level in an area of concentration—a single department, a geographical location, a topic or theme. A major in Medieval/Renaissance Studies will normally select her major advisor from the department or area in which she is concentrating. Two units of course work must be at the 300-level, and under normal circumstances, both of these courses must be taken at Wellesley College. Each year at least one 200-level course and one seminar are offered which are especially designed to accommodate the needs and interests of majors. The majors' courses for 2008-09 are (1) ARTH 330 (Birth, Marriage, and Death in Renaissance Italy) (for details, see the listing under Art History) and (2) ENG 325 (Earthly Delights: Gardens in Medieval and Renaissance Literature) (for details, see the listing under English). Normally, credit/non courses do not count for the major. The Medieval/Renaissance Studies program does not accept AP credits to replace course work in the major. Under normal circumstances, no more than two courses taken outside of Wellesley College will be counted toward the major.

Majors who are contemplating postgraduate academic or professional careers in this or related fields should consult faculty advisors to plan a sequence of courses that will provide them with a sound background in the language and critical techniques essential to further work in their chosen fields. We make every effort to accommodate individual interests and needs through independent study projects (350s and senior theses) carried out under the supervision of one or more faculty members and designed to supplement, or substitute for, advanced seminar-level work.

Honors

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

There are numerous opportunities for study abroad for those who wish to broaden their experience and supplement their research skills through direct contact with European and Mediterranean culture. Up to three courses in accredited programs abroad may be counted toward the major. By participating in the Collegium Musicum, students can learn to perform Medieval and Renaissance music; see the departmental entry for Music.

ME/R 246 Monsters, Villians, and Wives
Lynch (English)

NOT OFFERED IN 2008-09. This course will select its monsters, villains, and wives from early English, French, and Anglo-Norman literature, ranging from the giant Grendel (and his mother) in *Beowulf* to the arch-villain Ganelon in *The Song of Roland,* from Guinevere to the wife of the enigmatic Green Man in *Sir Gawain and the Green Knight.* We will finish by considering the survival of the magical villain in a modern-day fantasy classic like the medievalist J.R.R. Tolkien's *Hobbit,* or a volume in his *Lord of the Rings* trilogy, and in John Gardner's recasting of the *Beowulf*-story, *Grendel.*

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ME/R 247 Arthurian Legends
Wall-Randell (English)

The legends of King Arthur and the knights of the Round Table, with their themes of chivalry, magic, friendship, war, adventure, corruption, and nostalgia, as well as romantic love and betrayal, make up one of the most influential and enduring mythologies in European culture. This course will examine literary interpretations of the Arthurian legend, in history, epic, and romance, from the sixth century through the sixteenth. We will also consider some later examples of Arthuriana, on page and movie screen, in the Victorian and modern periods.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ME/R 248 Medieval Women Writers

NOT OFFERED IN 2008-09. This course explores a variety of texts by medieval women writers and the contexts in which and against which they were written. These texts raise questions about the role of the female body and about strategies of self-authorization which remain important today. The writers we will consider in depth are Marie de France, Heloise (and Abelard), selected medieval mystics, Margery Kempe, Julian of Norwich, and Christine de Pizan.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ME/R 344/ENG 315 The Love Story of Troilus and Criseyde
Lynch (English)

This seminar will trace the love story of Troilus and Criseyde (or as she is alternately called "Briseida" or "Cressida") from its origins in the Middle Ages through Shakespeare's treatment in the Renaissance (and beyond). We will especially note the evolution of Criseyde's character as she is handled by different (male) authors as well as questions of historical truth that are linked to the transgressions of this lovely but faithless woman. Versions of her story taken from Latin, Old French, Italian, and Middle Scots texts will be considered alongside the canonical versions of Chaucer, Shakespeare, and Dryden. During the first month, the course will meet an additional hour for the instruction in Middle English that will enable students to read Chaucer's poem in its original Middle English. *Students may register for either ME/R 344 or ENG 315 and credit will be granted accordingly.*

Prerequisite: Open to juniors and seniors or by permission of the instructor. Preference given to Medieval/Renaissance Studies majors.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ME/R 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ME/R 360 Senior Thesis Research

Prerequisite: By permission of the directors of the Medieval/Renaissance Studies program. See Directions for Election and Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ME/R 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

For Credit Toward the Major

ARTH 100 Introduction to the History of Art Part I: Ancient and Medieval Art

ARTH 100/WRIT 125 Introduction to the History of Art Part I: Ancient and Medieval Art

ARTH 101 Introduction to the History of Art Part II: Renaissance to the Present

ARTH 101/WRIT 125 Introduction to the History of Art Part II: Renaissance to the Present

ARTH 201 Medieval Art and Architecture

ARTH 218 From Van Eyck to Bruegel: Painting in the Netherlands in the Fifteenth and Sixteenth Centuries

ARTH 221 Seventeenth-Century Dutch and Flemish Painting

ARTH 227 Islamic Architecture in the Age of the Caliphates

ARTH 244 Sixteenth-Century Art in Italy

ARTH 246 The Baroque and Rococo in Italy

ARTH 247 Islamic Art and Architecture

ARTH 251 Italian Renaissance Art and Architecture, 1300–1500

ARTH 267 Cross-Cultural Encounters in the Early Medieval Mediterranean

ARTH 268 Art, Architecture, and Pilgrimage in the Medieval World

ARTH 304 Seminar. Renaissance Art

ARTH 305 Seminar. History of Prints: New Media of the Renaissance

ARTH 310 Renaissance Architecture, Material Culture, and Urban Form

ARTH 330 Seminar. Birth, Marriage, and Death in Renaissance Italy

ARTH 331 Seminar. The Art of Early Modern Europe. Topic for 2008-09: Rembrandt

ARTH 332 Seminar. Topics in Medieval Art

ARTH 369 Seminar. Conservation Studies: The Materials and Techniques of Painting and Sculpture

ARTS 107 Book Arts Studio

CLCV 211/311 Epic and Empire

ENG 112 Introduction to Shakespeare

ENG 150/ EXP 150 Estranged Bedfellows of Literary History: Chaucer and Shakespeare

ENG 213 Chaucer

ENG 222 Renaissance Literature

ENG 223 Shakespeare Part I: The Elizabethan Period

ENG 224 Shakespeare Part II: The Jacobean Period

ENG 225 Seventeenth-Century Literature

ENG 227 Milton

ENG 315 Advanced Studies in Medieval Literature

ENG 324 Advanced Studies in Shakespeare

ENG 325 Advanced Studies in Sixteenth- and Seventeenth-Century Literature. Topic for 2008-09: Earthly Delights: Gardens in Medieval and Renaissance Literature

ENG 383 Women in Literature, Culture, and Society. Topic for 2008-09: Jane Austen Among Others

EXP 150/ENG 150 Estranged Bedfellows of Literary History: Chaucer and Shakespeare

EXTD 240 Papyrus to Print to Pixel

FREN 301 Books and Voices in Renaissance France

HIST 208 Society and Culture in Medieval Europe

HIST 209 The British Isles: From Roses to Revolution

HIST 213 Conquest and Crusade in the Medieval Mediterranean

HIST 214 Medieval Italy

HIST 219 The Jews of Spain and the Lands of Islam

HIST 222 The Barbarian Kingdoms of Early Medieval Europe

HIST 227 The Renaissance in Italy and Northern Europe

HIST 232 The Transformation of the Western World: Europe from 1300 to 1815

HIST 246 Vikings, Icons, Mongols, and Tsars

HIST 279/379 Heresy and Popular Religion in the Middle Ages

HIST 307 Seminar. Religious Change and the Emergence of Modernity in Early Modern Europe, 1600-1800

HIST 330 Seminar. Revolution and Rebellion in Twelfth-Century European Society

ITAS 263 Dante (in English)

ITAS 311 Theatre, Politics, and the Arts in Renaissance Italy

ITAS 312 *Rinascimento e Rinascimenti:* Cultural Identities in Fifteenth- and Sixteenth-Century Italy

MUS 200 History of Western Music I

MUS 224/REL 224 Hildegard of Bingen

PHIL 226 Human Nature in Three Medieval Philosophers

PHIL 310 Seminar. Ancient and Medieval Philosophy

PHIL 323 *Fides et Ratio*: Augustine's *Confessions* and the Philosophical Origins of Christianity

POL4 240 Classical and Medieval Political Theory

REL 109 Religions of the Silk Road

REL 215 Christian Spirituality

REL 216 Christian Thought: 100-1600

REL 224/MUS 224 Hildegard of Bingen

REL 226 The Virgin Mary

REL 240 Romans, Jews, and Christians in the Roman Empire

REL 242 Introduction to Rabbinic Literature

REL 260 Islamic/ate Civilization

REL 261 Cities of the Islamic World

REL 262 The Formation of the Islamic Tradition

REL 269 Religion and Culture in Iran

REL 361 Seminar. Studying Islam and the Middle East

REL 364 Seminar. Sufism: Islamic Mysticism

REL 367 Seminar. Muslim Travellers

SPAN 252 Christians, Jews, and Moslems: The Spirit of Spain in Its Literature

SPAN 300 Seminar. Honor, Monarchy, and Religion in Golden Age Drama

SPAN 302 Seminar. Cervantes

SPAN 307 Seminar. The Clothed and the Naked in Colonial Latin America

SPAN 318 Seminar. Love and Desire in Spain's Early Literature

Middle Eastern Studies

AN INTERDEPARTMENTAL MAJOR
AND MINOR

Director: *Marlow (Religion)*

Assistant Professor: *Aadnani*

Visiting Lecturer: *Abdul-Aziz*

Advisory Committee: *Euben (Political Science), Geller (Religion), Kapteijns[A1] (History), Malino (History and Jewish Studies), Marlow (Religion), Tohme (Art)[A]*

The major in Middle Eastern studies is designed to acquaint students with the many facets of Middle Eastern civilizations through an interdisciplinary study of the languages, literatures, histories, religions, arts, social and political institutions, and cultural patterns of the region known as the Middle East. Study of Middle Eastern communities living in diaspora may also be counted towards the major.

The major in Middle Eastern studies requires nine units. Students must demonstrate proficiency in Arabic (equivalent to at least two semesters at the second-year level). In certain cases, another Middle Eastern language (for example, Persian, Turkish, Hebrew) may be substituted for Arabic; a student whose area of concentration may render such a substitution appropriate should consult her advisor. No credit towards the major is given for the first year of language study. For students who are exempt from the language requirement, nine units are still necessary for the completion of the major. Students are required to concentrate in some area or aspect of Middle Eastern studies (for example, Arabic language and literature; religion; the pre-modern Middle East; the modern Middle East; religion and politics in the Middle East) by taking four courses above the 100 level, including at least two at the 300 level, one of which must be a seminar. At least two courses should be taken in each of the Departments of History and Religion.

Majors devise their own programs of study in consultation with an appropriate faculty member from the student's area of concentration. Courses with an asterisk (*) also require the permission of the instructor if the course is to be counted for Middle Eastern studies.

In addition to Wellesley courses, students are encouraged to take relevant courses at Brandeis University, Olin College, and at MIT. These courses must be approved toward the major, in advance, by the corresponding department at Wellesley.

A minor in Middle Eastern studies consists of five units, of which at least one should be at the 300 level (excluding 350). Units must be taken in at least two departments; only one course at the 100 level can be counted towards the minor. Second-year Arabic may be counted towards the minor.

Honors

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the Advisory Committee may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

The following courses are available in Middle Eastern studies:

ARAB 101-102 Elementary Arabic

Aadnani, Abdul-Aziz

An introduction to the Arabic language. The course takes a comprehensive approach to language learning and emphasizes the four skills of listening, speaking, reading, and writing. Students are introduced to the principles of grammar, taught how to read and write in the Arabic alphabet, and trained in the basics of everyday conversation. Through the use of a variety of written, video and audio materials, as well as other resources made available through the World-Wide Web, the course emphasizes authentic materials and stresses the active participation of students in the learning process. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None
Distribution: None
Semester: Fall, Spring — Unit: 1.0

ARAB 201-202 Intermediate Arabic

Aadnani, Abdul-Aziz

A continuation of ARAB 101-102. The course takes students to a deeper and more complex level in the study of the Arabic language. While continuing to emphasize the organizing principles of the language, the course also introduces students to a variety of challenging texts, including extracts from newspaper articles, as well as literary and religious materials. Students will be trained to work with longer texts and to gain the necessary communicative skills to prepare them for advanced-level Arabic. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102 or equivalent
Distribution: Language and Literature
Semester: Fall, Spring — Unit: 1.0

ARAB 210 Arabic Literature in Translation (in English)

Aadnani

NOT OFFERED IN 2008-09. Exploration of some highly influential works of literature translated from Arabic. Students will have a chance to delve into literary works composed by authors from a large geographical area, extending from Morocco to the Middle East, from the turn of the nineteenth century to the present day. Our study of modern and contemporary Arabic literature will focus on a number of recurring themes, such as cultural and national identity, colonialism, religion, gender relations, and class conflict. Authors to be discussed include Naguib Mahfouz, Abdelrahman Munif, Ahlam Mosteghanemi, Leila Abouzeid, Tahir Wattar, Mohammed Zafzaf, and Yusuf Idris. *Taught in English.*

Prerequisite: None
Distribution: Language and Literature
Semester: N/O — Unit: 1.0

ARAB 250 Research or Individual Study

Prerequisite: Two years of Arabic or permission of the instructor.
Distribution: None
Semester: Fall, Spring — Unit: 1.0

ARAB 250H Research or Individual Study

Prerequisite: Two years of Arabic or permission of the instructor.
Distribution: None
Semester: Fall, Spring — Unit: 0.5

ARAB 301 Advanced Contemporary Media Arabic

NOT OFFERED IN 2008-09. An exploration of contemporary standard Arabic as used in audiovisual, web-based and print media, including newspapers, magazines, websites, audiovisual commentaries, news reports, forums and popular television programs. Authentic Arabic press reports, current news broadcasts and other reading or listening materials will provide a basis for discussion and debate in class. Focus on strengthening listening and speaking skills, and developing the ability to express and support various opinions on political, cultural and other issues in contemporary Arab societies.

Prerequisite: 202 or equivalent
Distribution: Language and Literature
Semester: N/O — Unit: 1.0

ARAB 305 Arabic Translation Workshop

Marlow

Study of the techniques and problems involved in translating from Arabic into English. Although the focus will be on text-to-text translation of short stories, poems and other types of literary texts, students will also experiment with speech-to-speech translation, text-to-speech translation, and speech-to-text translation. The aim of these varied activities is to help students acquire a deeper understanding of the Arabic language and to further their proficiency in the four linguistic skills: reading, writing, speaking and listening. Students will also discuss a range of methods and options for tackling and translating challenging linguistic formulations and transferring meaning from the original context to the English-speaking context. Students will evaluate and critique their own translations as well as those of other students.

Prerequisite: 202 or equivalent
Distribution: Language and Literature
Semester: Fall — Unit: 1.0

ARAB 350 Research or Individual Study

Prerequisite: Open to juniors and seniors only.
Distribution: None
Semester: Fall, Spring — Unit: 1.0

ARAB 350H Research or Individual Study

Prerequisite: Open to juniors and seniors only.
Distribution: None
Semester: Fall, Spring — Unit: 0.5

MES 250 Research or Individual Study

Prerequisite: Open to first-year students and sophomores only.
Distribution: None
Semester: Fall, Spring — Unit: 1.0

MES 250H Research or Individual Study

Prerequisite: Open to first-year students and sophomores only.
Distribution: None
Semester: Fall, Spring — Unit: 0.5

MES 218/318 Literary Voices of the Pre-Modern Middle East (in English)

Marlow

Exploration of selected writings from the rich literary traditions in Arabic and Persian, from the eighth to the fifteenth centuries. Readings (in English translation) include stories and historical accounts, short and long narratives, lyric and other forms of poetry, biographies and autobiographies; from the *Thousand and One Nights* and works of Jahiz, Tabari, Ibn al-Farid, Ferdowsi, Omar Khayyam, Jalal al-Din Rumi, Hafez and others. Materials will be read with attention to historical context and in conjunction with modern literary studies. Attention to the distinctiveness of the Arabic and Persian literatures and the interactions between them; structure and meaning, authorial personae, voice; relationships among authors, patrons and broader audiences; literary theory and genre, oral and written literary expression. *This course may be taken as either 218 or, with additional assignments, 318; the latter option is intended especially for students proficient in Arabic or Persian.*

Prerequisite: 218 open to all students; 318 by permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

MES 310 Resistance and Dissent in North Africa and the Middle East (in English)

Aadnani

An exploration of themes of resistance and dissent in the literatures and cultures of North Africa and the Middle East since the early 1980s. Topics include the rise of democratic movements, such as political parties, associations and NGOs; the role and importance of Islam to the identity of contemporary nation states in the region; the status of women and minorities in the ideologies of the movements under study; and the status and implications of dissent. Materials studied include works of fiction and nonfiction, films, speeches, song lyrics, and online publications. *Taught in English.*

Prerequisite: Open to students who have taken at least one course in Middle Eastern studies, and to juniors and seniors by permission of the instructor.
Distribution: Social and Behavioral Analysis or Language and Literature
Semester: Spring Unit: 1.0

MES 350 Research or Individual Study

Prerequisite: Open to juniors and seniors only.
Distribution: None
Semester: Fall, Spring Unit: 1.0

MES 350H Research or Individual Study

Prerequisite: Open to juniors and seniors only.
Distribution: None
Semester: Fall, Spring Unit: 0.5

MES 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

MES 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

For Credit Toward the Major

ANTH 344 The Middle East: Anthropological Perspectives

ARTH 227 Islamic Architecture in the Age of the Caliphates

ARTH 241 Egyptian Art

ARTH 247 Islamic Art and Architecture

ARTH 267 Cross-Cultural Encounters in the Early Medieval Mediterranean

ARTH 268* Art, Architecture, and Pilgrimage in the Medieval World

ARTH 332 Topics in Medieval Art

HEBR 201-202 Intermediate Hebrew

HIST 219 The Jews of Spain and the Lands of Islam

HIST 266 The Struggle over North Africa, 1800 to the Present

HIST 284 The Middle East in Modern History

HIST 286 History of the Middle East, c. 600–1918

HIST 287 History of Everyday Life in the Modern Middle East and North Africa

HIST 290 Morocco: History and Culture (Wintersession in Morocco)

HIST 336 Seminar. The Middle East in World War I, 1914–1923

HIST 343 Seminar. History of Israel

HIST 364 Seminar. Women in Islamic Society: Historical Perspectives

HIST 367* Seminar. Jewish Identity in the Modern World

JWST 230 Contemporary Israeli Culture through Literature, Music, and Film

POL4 346 Comparative Political Thought: Modern Western and Islamic Theories of Politics

REL 104 Study of the Hebrew Bible/Old Testament

REL 105 Study of the New Testament

REL 109* Religions of the Silk Road

REL 207 Goddesses, Queens, and Witches: Survey of the Ancient Near East

REL 240 Romans, Jews, and Christians in the Roman Empire

REL 242 Introduction to Rabbinic Literature

REL 243 Women in the Biblical World

REL 244 Jerusalem: The Holy City

REL 260 Islamic/ate Civilization

REL 261 Cities of the Islamic World

REL 262 The Formation of the Islamic Tradition

REL 263 Islam in the Modern World

REL 269 Religion and Culture in Iran

REL 342 Seminar. Archaeology of the Biblical World

REL 361 Seminar. Studying Islam and the Middle East

REL 364 Seminar. Sufism: Islamic Mysticism

REL 367 Seminar. Muslim Travellers

SPAN 252* Christians, Jews, and Moslems: The Spirit of Spain in Its Literature

Courses with an asterisk (*) also require the permission of the instructor if the course is to be counted for Middle Eastern studies.

Department of Music

Professor: *Brody*[A], *Fisk (Chair)*

Associate Professor: *Fontijn*

Assistant Professor: *Barzel, Bhogal*

Visiting Lecturer: *Gilbert, Obermüller, Tang*

Director of the Music Performance Program: *Dry*

Ensemble Directors:
Body and Soul: *Williamson*
Brandeis-Wellesley Orchestra: *Hampton*
Chamber Music Society: *Pfeiffer-Rios*
Collegium Musicum: *Zajac*
Evelyn Barry Director of Choral Programs: *Graham*
Fiddleheads: *Martin*
Prism Jazz: *Miller*
Synergy: *Zeitlin*
Yanvalou: *Washington*

Instructors in Performing Music:
Piano: *Fisk, Shapiro, Tang*
Jazz Piano: *Johnson*
Voice: *Dry, Fuller, Matthews, Sheehan*
Jazz Voice: *Adams*
Violin: *Bossert, Van Dongen*
Jazz Violin: *Zeitlin*
Fiddle: *Martin*
Viola: *Bossert, Van Dongen*
Violoncello: *Pfeiffer-Rios, Russell*
Double Bass: *Henry*
Flute: *Boyd, Stumpf*
Baroque Flute: *Stumpf*
Oboe: *LaFitte*
Clarinet: *Matasy*
Bassoon: *McGinnis*
Jazz Saxophone: *Miller*
French Horn: *Gainsforth*
Percussion: *Jorgensen, McNutt*
Trumpet: *Russian*
Trombone: *Couture*
Organ: *Christie*
Harp: *Rupert*
Guitar and Lute: *Collver-Jacobson*
Harpsichord and Continuo: *Cleverdon*
Viola da Gamba: *Jeppesen*
Recorder and Early Winds: *Zajac*
African Diaspora Drumming: *Washington*
Performance Workshop: *Fisk*
Accompanists: *Akahori, Sauer, Talroze, Tang*

The Music Department offers both a highly regarded academic program and a wide range of outstanding performance activities, providing an ideal environment for students who seek to combine serious musical study with a traditional liberal arts curriculum. For those who wish to undertake focused exploration of music history, theory, composition, ethnomusicology, or performance practice, our academic curriculum includes programs for a music major or music minor. For students who wish to expand their knowledge of music without making it a central focus of their college education, numerous course offerings require no special background.

MUS 99 Performing Music (without academic credit)

Staff

One half-hour private lesson per week. Students may register for 45-minute or hour-long lessons for an additional fee. May be repeated without limit. For further information, including fees, see Performing Music: Private Instruction. See also MUS 199, 299, and 344.

Prerequisite: 111, 111X, or exemption by Music Theory Placement Test; audition required.
Distribution: None
Semester: Fall, Spring Unit: None

MUS 101 Music of the Sphere

Barzel, Bhogal

Did you know that 'hocketing patterns,' or rhythms that interlock, are important in European medieval music *and* African American funk from the 1970s? Or that the small variations in musical pitch that lend such expressive power to Indian classical music are barely present in the classical music of Western Europe? This course offers a cross-cultural listening encounter with musical expressions from around the globe. Using a case-study approach, we will consider the commonalities and differences among classical, jazz, pop, and traditional music from many continents. Our auditory journeys will introduce you to different musical systems, instruments, composers, performers, and social settings for engaging with music. Open ears are the only prerequisite.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

MUS 111 Introduction to the Language of Music

Staff, Fontijn

This course is designed to enhance your understanding of how music works and to improve your listening, reading, and general comprehension skills. While the focus is on fundamentals of Western music (notation, rhythm, melody, scales, chords, formal plans), listening examples will be drawn from a variety of genres. The Music Theory Placement Test will determine placement in MUS 111 or 111X. In addition to three class meetings, students will be offered a music skills and keyboard lab. *May not be counted toward the major or the minor.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

MUS 111X Introduction to the Language of Music

Barzel, Graham, Obermüller

For students who can read music, this course is designed to enhance your understanding of how music works and to improve listening, reading, and general comprehension skills. While the focus is on fundamentals of Western music (notation, rhythm, melody, scales, chords, formal plans), listening examples will be drawn from a variety of genres. In addition to three class meetings, students will be offered a music skills and keyboard lab. *May not be counted toward the major or the minor.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

MUS 120 Jazz Theory

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. This class covers the basics of jazz music theory; intervals, chords, scales, and simple harmonic analysis. It offers a hands-on experience that focuses on the vocabulary of jazz, including issues of style, form, rhythm, and improvisation.

Prerequisite: 111 or 111X
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 2009-10. Unit: 1.0

MUS 122 Harmonic Concepts in Tonal Music

Russell, Tang

Beginning with a comprehensive review of musical terminology and basic materials, MUS 122 explores the fundamentals of tonal harmony, voice-leading, phrasing, and form. Topics include harmonic functions and phrase structure, cadence formation, voice-leading and figured bass, and tonal analysis. Written exercises are complemented by regular ear-training practice. *Normally followed by 244.*

Prerequisite: Open to all students who have completed or exempted 111 or 111X. Students who meet this requirement are advised to take 122 in the fall semester if they are interested in pursuing a major in music.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

MUS 199 Performing Music (for academic credit)

Staff

One 45-minute lesson per week. Students may take an hour-long lesson for an additional fee. A minimum of six hours of practice per week is expected. One credit is given for a full year of study, which must begin in the first semester. Not to be counted toward the major in music, but one unit of 199 can count toward the minor. MUS 199 may be repeated without limit. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also MUS 99, 299, and 344. *Except by special permission, no credit will be given unless both semesters are completed satisfactorily. Mandatory credit/non-credit.*

Prerequisite/Corequisite: By entrance audition; additionally, 111 or 111X must be completed or exempted, as determined by the mandatory Music Theory Placement Test. Completion of a music course in addition to performing music is required before credit is given for each year of 199; 111 or 111X fulfills this requirement if needed during the first year. Students should consult the department web site for details regarding the entrance audition for 199.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

MUS 200 History of Western Music I

Fontijn

The first half of a year-long comprehensive survey of Western music history, MUS 200 considers significant forms and styles of earlier eras, from the liturgical and vernacular repertories of the Middle Ages to the music of the mid-eighteenth century. The course offers a strong historical component, and also encourages the development of analytical skills. As we examine compositions in many genres, we will pursue numerous avenues of inquiry, including close readings of verbal texts, evaluation of formal structures, harmonic analysis, assessment of melodic and rhythmic features, and investigation of the broader circumstances that surround and inform musical creation.

Prerequisite/Corequisite: 122/244
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

MUS 201 History of Western Music II

Gilbert

A continuation of the survey of Western music history begun in MUS 200, MUS 201 examines the pre-Classical, Classical, and Romantic periods, as well as the music of the past one hundred years. The course places special emphasis on the acquisition of analytical skills, and students are encouraged to devise and support interpretive hypotheses in written essays. Students may enroll in MUS 201 without having taken MUS 200.

Prerequisite/Corequisite: 122/244
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

MUS 209 A History of Jazz

Barzel

Jazz, with a unique emphasis on artistic self-expression, has been nourished by a diversity of musical idioms (including ragtime, show tunes, brass bands, European classical music, and the blues). Shaped by brilliant innovators, whom we'll study in depth, the music has changed a great deal over a short time. Studying these changes offers a window into key aspects of U.S. social history. Through a selection of recordings and readings, we will follow the progression of jazz styles and address the interplay of African, Latin, European, and American influences. In addition to considering jazz in historical and cultural context, students will learn how to distinguish among basic styles (New Orleans, swing, bebop) and will become familiar with specialized terms and concepts central to understanding the music.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Historical Studies
Semester: Spring Unit: 1.0

MUS 213/313 Twentieth-Century Techniques

Gilbert

A survey of the compositional techniques and styles of the twentieth- and twenty-first centuries. The course includes analyses of the post-tonal experiments of Debussy, Stravinsky and Schoenberg; the high modernist serialism of Messiaen, Boulez, and Babbitt; the postmodernist minimalism of Glass, Reich and Pärt; and the cross-cultural excursions of Crumb, Volans, Ligeti and Dun. Analytic assignments (including aspects of set-theoretical practice) as well as short exercises in composition exemplifying various stylistic approaches are designated throughout the semester. *This course may be taken as either 213 or, with additional assignments, 313.*

Prerequisite: 122 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

MUS 222/322 Music, Gender, and Sexuality

NOT OFFERED IN 2008-09. From muse to diva, patron to composer, and abbess to courtesan, women have always been creators of musical culture around the world. Music, Gender, and Sexuality offers the tools with which to understand the roles women play in a wide variety of musical endeavors and considers them as creators of classical, folk, children's, jazz, rock, electronic, film, and popular music. We will examine constructions of gender and ethnicity; queer theory; and several global musical traditions. Selected artists include Riot Grrrls, Rokia Traoré, Zap Mama, Norah Jones, Madonna, Lili Boulanger, Fanny Hensel, and Hildegard of Bingen. *This course may be taken as either 222 or, with additional assignments, 322.*

Prerequisite: 222: open to all students; 322: 200 or 201 required.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

MUS 223 Topics in Vocal Music

Fontijn

Topic for 2008-09: *Das Lied*: The Music and Poetry of the German Art Song. The Lied dates back to the Middle Ages as one of the major cultural expressions of the German language. The course will examine the development of the genre through analysis of German poetry and associated musical settings by a variety of composers, both well-known German artists and non-Germans working within Germanic traditions.

Prerequisite: No previous musical training or background is assumed.
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

MUS 224/REL 224 Hildegard of Bingen

NOT OFFERED IN 2008-09. This interdisciplinary seminar will focus on the music, dramatic productions, vision literature, and theology of the renowned twelfth-century abbess Hildegard of Bingen. Attention will also be given to her scientific work on medicine, the manuscript illuminations of her visions, and the productions of her music popular today. *Students may register for either MUS 224 or REL 224 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

MUS 225/325 Topics in World Music

Barzel

Topic for 2008-09: Global Pop. For as long as Western popular music has been available on records, musicians from around the world have been blending it with local idioms, often with spectacular results. In this course we will address several salient examples: *Graceland* (1986, U.S./South Africa); *Buena Vista Social Club* (1997, Cuba); and *Specialist in All Styles* (2002, Senegal). We will investigate how musicians have drawn on a variety of traditions, instruments and playing/singing techniques to develop something new and distinctive. We will also develop a critical understanding of the cultural, global and economic processes that helped produce each recording. Students enrolled at the 300 level will be expected to include musical analysis in their final projects, which will take the form of a research paper and presentation.

Prerequisite: None. Music majors must elect this course at the 325 level.
Distribution: Arts, Music, Theater, Film, Video
Semester: Fall Unit: 1.0

MUS 230 Opera: Its History, Music, and Drama

Staff

This course offers a comprehensive chronological survey of the history and evolution of opera, from 1600 to the present time. Lectures will examine historical background, the sub-genres of operatic literature (opera seria, opera buffa, music drama), and complete operas by major composers representing a number of periods and styles (including Monteverdi, Mozart, Verdi, and Berg). We will also study librettos, relevant novels, and other source materials in order to establish connections between musical structure and dramatic expression. Two class meetings, with additional sessions required for viewing operas in their entirety.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

MUS 235/335 Topics in Instrumental Music

Obermüller

Topic for 2008-09: Quotation and Intertextuality in the Nineteen and Twentieth Century. With the invention of copyright protection for intellectual property in the 1830's, musical production shifted from a craft-based practice grounded in compositional models to a practice emphasizing the "autonomous work," grounded in notions of genius, originality and inspiration. Paradoxically, emphasis on music as private property spawned a new self-consciousness about intertextual relations between works. This course is a critical survey of the compositional use of borrowed material, intertextual references, and allusion in the music of the last two centuries. Beginning with assimilative intertextuality in the instrumental music of Schumann and Schubert, we cover topics including the anxiety of influence in Brahms, illusive allusion in Debussy, nostalgic pastiche in Mahler, montage in Stravinsky, nationalist borrowing in Ives, postmodern citations in Schnittke, and cross-cultural references in Reich. *This course may be taken as either 235 or, with additional assignments, 335.*

Prerequisite: 101, 111, 111X, or 122, or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

MUS 240 Opera Workshop

Dry

This course is appropriate for singers currently enrolled in voice lessons who wish to gain expertise in dramatic musical performance–that is, the techniques that aid singing actors in the presentation of operatic repertory. All students will receive extensive musical and dramatic coaching, and will have the opportunity to perform a scene or aria in an informal presentation at the conclusion of Wintersession. Emphasis will be placed on researching of roles, character development, and actions appropriate to musical style, and the interaction of text, music, and movement. The class meets daily, and students are expected to study and rehearse individually and with other participants outside of class sessions. *Note: Students may take this course no more than three times. Not offered every year. Subject to Dean's Office approval.*

Prerequisite or Corequisite: 199 in voice, with permission of 199 instructor
Distribution: Arts, Music, Theatre, Film, Video
Semester: Wintersession Unit: 1.0

MUS 244 Tonal Counterpoint and Harmony

Tang

A continuation of MUS 122, this course offers a basic study of two- and three-part counterpoint, with emphasis on its relationship to the harmony and melodic figuration of the seventeenth through nineteenth centuries. A review of the basic forms of tonal cadence structures and how these expand to produce the vast array of harmonic progressions typical of tonal music will be included, as well as comprehensive exercises in realizing figured-bass symbols. By the end of the semester, students will have completed a portfolio of two- and three-part exercises in counterpoint and a number of harmonizations of Bach chorale melodies in keyboard style, both with and without figured bass. A keyboard lab offers practice in playing assigned counterpoint exercises, cadence progressions, and figured bass in keyboard style.

Prerequisite: 122
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

MUS 250 Research or Individual Study

Prerequisite: Open to qualified students by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

MUS 250H Performing Ensembles for Credit

MUS 250H is open to qualified students by permission of the individual ensemble director. One-half unit of credit is granted for a full year (two consecutive semesters) of participation in any one of the department-sponsored ensembles, provided that the corequisite is successfully completed. A maximum of two units of credit toward the degree can be accumulated through 0.5 courses. Of the 32 units required for graduation, no more than four units in performing music may be counted toward the degree; thus students taking music lessons for credit during all four years at Wellesley cannot also receive degree credit via MUS 250H. *No credit will be given for this course unless both semesters are completed satisfactorily. MUS 250H is graded on a credit/non-credit basis.*

Corequisite: One academic music course per 0.5 credit earned.
Distribution: None
Semester: Fall, Spring Unit: 0.5

MUS 275 Computer Music: Synthesis Techniques and Compositional Practice

Gilbert

An overview of the fundamental concepts, techniques, and literature of electronic and computer music. Topics include the technology of acoustic and digital musical instruments, MIDI programming, sound synthesis techniques (frequency modulation, sampling, linear synthesis, waveshaping, etc.), and the history of electronic music. Students will undertake brief compositional exercises, and learn basic programming and related technical skills.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

MUS 276 American Popular Music: Cylinders to Soul to Cyberspace

NOT OFFERED IN 2008-09. In this course, we will consider the relationship between American popular music, American social movements, and the ever-changing methods and media used to record and play back musical sound. By providing listening examples that correlate to significant cultural moments and developments in recording technology, the course will provide a dynamic exploration of Tin Pan Alley, rhythm and blues, rock, soul, funk, and other key genres of twentieth-century American popular music.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

MUS 299 Performing Music (advanced, with academic credit)

Staff

A one-hour private lesson per week. Students who have completed at least one year of MUS 199 are eligible for promotion to 299. A student wishing to enroll in MUS 299 is expected to demonstrate accomplishment distinctly beyond that of the MUS 199 student. Students are recommended for promotion by their instructors. A minimum of ten hours of practice per week is expected.

MUS 299 may be repeated without limit. One 200- or 300-level music course must be completed for each unit of credit granted for MUS 299. A music course already used to fulfill the requirement for MUS 199 may not be counted again for 299. One unit of credit is given for a full year of study. Not to be counted toward the major in music. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also MUS 99, 199, and 344. *Except by special permission, no credit will be given for this course unless both semesters are completed satisfactorily. Mandatory credit/non-credit.*

Prerequisite: 199 and recommendation of instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

MUS 300 Seminar: Studies in History, Theory, Analysis, Ethnomusicology

Offered in both semesters with two modules presented consecutively in each semester. Students may select any number or combination of the four topics offered each year. Open to music majors, minors, and other students with appropriate background.

Topic A: Chopin's Genres

Fisk

Frédéric Chopin was in many respects a paradoxical figure: a Polish nationalist who felt most at home in Paris; a brilliant performer who shunned performance; a Romantic Neo-Classicist; the companion of proto-feminist writer George Sand, but himself virtually apolitical; one of the most beloved composers of all time, yet long marginalized as a miniaturist or an "effeminate" composer. Chopin brought fullness to his piano-centered oeuvre by creating a virtual world of musical genres--ballade, scherzo, nocturne, waltz, polonaise, mazurka, prelude--that by himself he either invented or redefined as independent concert pieces. This course will explore the metaphor of Chopin's generic 'system' as a kind of musical ghetto, an alluring but until recently (despite its enormous popularity) never fully validated musical world unto itself.

Prerequisite: Open to music majors/minors and others with permission of the instructor.
Distribution: Arts, Music, Theater, Film, Video
Semester: Fall Unit: 0.5

Topic B: Being Modern in Paris

Bhogal

One can be modern at any time and in any place. But the diversity with which modernism was practised between 1890 and 1925 put Paris and its artists firmly on the cultural map. This module explores articulations of modernism beginning with Debussy and Ravel, whose self-consciously "French" musical style modelled itself on innovations in literature and art. What constituted "Frenchness" was considered complex ideological territory, given France's colonial activities and its multi-cultural urban populations. In exploring different visions of modernity, we will also examine the contributions of immigrants, particularly Stravinsky and Diaghilev, whose exotic ballet productions brought ideas of primitivism and authenticity into this discourse. Students are evaluated on an extended paper and presentations. Primary and secondary readings in various disciplines will be coupled with intensive listening.

Prerequisite: Open to music majors/minors and others with permission of the instructor.
Distribution: Arts, Music, Theater, Film, Video
Semester: Fall Unit: 0.5

Topic C: Field Methods and Key Topics in Ethnomusicology

Barzel

In order to understand diverse forms of musical expression and practice, we need to develop many modes of understanding. In this course students will learn about the issues central to ethnomusicology, or the study of music in cultural context. We will draw on a range of ethnographic writing and core disciplinary readings to explorekey topics, including: insiders/outsiders; local musical meanings; ethno-theories of music; and professional ethics. Each student will conduct an independent research project on a local music group of her choosing. Students will be expected to take time out of class taking field notes, keeping journals, and conducting interviews. Final projects will take the form of a final paper and presentation.

Prerequisite: Open to music majors/minors and others with permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 0.5

MUS 308 Conducting

NOT OFFERED IN 2008-09. Techniques of score preparation, score reading, baton technique, and rehearsal methods. The course will stress the development of aural and interpretive skills through class exercises, rehearsals, demonstrations of instruments, tutorials, and individual projects designed according to each student's level and interests.

Prerequisite: One from: 200, 201, 220, or 315, or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

MUS 315 Advanced Harmony

Tang

A study of chromatic harmony; including modulation, mode mixture, procedures for variation and development such as harmonic and chromatic sequences, and the relationship between harmony and tonal form. Students will be introduced to basic Schenkerian terminology and modes of analysis. As a final project, students will present a notebook of excerpts, compiled from the classical literature, exemplifying each of the topics presented in class.

Prerequisite: 244 and either 313 or 201
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

MUS 344 Performance Workshop

Fisk

Intensive study of advanced interpretation and performance, as an adjunct to lessons, incorporating and building upon private lessons with a member of the College performance faculty. The program offers students an opportunity to perform frequently in an informal setting before fellow students and faculty, to discuss repertoire and interpretation, and to receive constructive comment. *This is the only credit course in performance that can be counted toward the music major.*

Prerequisite: A written recommendation from her instructor in performing music.
Corequisite: Students must complete both 200 and 201 by the end of the first year of 344. If enrolled in the course for a second year, an additional 200- or 300-level course must be completed. Permission to elect subsequent units is granted only to a student who has fulfilled all corequisite requirements and whose progress in 344 is judged excellent; a maximum of four units of MUS 344 may be counted toward the degree.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

MUS 350 Research or Individual Study

Directed study in analysis, composition, orchestration, theory, ethnomusicology, or the history of music.

Prerequisite: Open to qualified juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

MUS 350H Research or Individual Study

Prerequisite: Open to qualified students by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

MUS 360 Senior Thesis Research

Prerequisite: By permission of the department. See Directions for Election and Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

MUS 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall. Spring Unit: 1.0

Directions for Election

The music major is a program of at least ten units. The normal sequence of courses for the major is: MUS 122, 244, 200 and 201 (history and analysis), 315, and a total of two semesters of 300 (of which there are four modular units per year). Also required are three additional elected units of 200- or 300-level work. Students who declare a music major in 2006-07 and after will also be required to participate in their choice of the Department performing music ensembles for at least one academic year (i.e., two semesters). The study of composition (213/313) is highly recommended for majors.

The music minor is a program of at least five units. One unit must come from theory (120, 122, or 244), and another from history (101, 200, 201, 209, 222, 223, 224, 230, 235, or 276). One of the five units may come from earning one credit through performing music lessons (199, 299) or through completing two years in an ensemble (250H). In order to shape a program to suit diverse musical interests, the student minoring in music should plan to select the remaining two or three courses in consultation with her chosen advisor in the process of declaring her music minor.

The music department does not ordinarily allow courses taken credit/non-credit to count toward the major.

Students interested in majoring in music are strongly encouraged to begin the theory sequence with 122 in the fall semester of the first year. This allows them to enroll in the spring-term offering of 244, which is the prerequisite for 200 and the courses that follow sequentially. Starting on this sequence immediately affords the option of taking a wider variety of elective music courses in the junior and senior years, and also makes it easier for those spending the junior year abroad to complete the major comfortably. Students who plan to undertake graduate study in western music history or theory are advised that knowledge of both German and French (beyond the introductory level) is essential, and proficiency in Italian highly desirable. Also of value are studies in European history, literature, and art.

Music majors are especially encouraged to develop musicianship through the acquisition of basic keyboard skills, and through ear training, private instruction in practical music, and involvement in the various performing organizations of the Department of Music.

Group instruction in basic keyboard skills, including keyboard harmony, sight-reading, ear training, and score reading, is provided free to all students enrolled in any music course (including 101 with the instructor's permission and if space is available), and to MUS 99 students with the written recommendation of their private instructor. Ensemble sight-reading instruction on a more advanced level is also available for pianists.

Academic Distinctions

The department offers a choice of three programs for honors, all under the catalog numbers 360/370; honors students normally elect the two units in succession during the senior year. Eligibility for these programs requires a GPA of 3.5 in the major. Under Program I, the honors candidate carries out independent research leading to a written thesis and an oral examination. Under Program II, honors in composition, the 360 and 370 units culminate in a composition of substance and an oral examination on the honors work. Prerequisites for this program are 315 and distinguished work in 313. Program III, honors in performance, culminates in a recital, a lecture-demonstration, and an essay on some aspect of performance. The prerequisite for Program III is 344 in the junior year and evidence during that year, through public performance, of exceptional talent and accomplishment; 344 must then be continued in the senior year, but now as a component of the 360/370 sequence, and not for separate course credit.

Performing Music Instrument Collection

The music department owns 40 pianos (which include 28 Steinway grands, two Mason and Hamlin grands, and numerous Steinway uprights), a Noack practice organ, a harp, a marimba, a jazz drum kit, and a wide assortment of modern orchestral instruments. In addition, an unusually fine collection of instruments appropriate to early music performance is available for use by students. These include a Dolmetsch clavichord, a virginal, three harpsichords, a positive organ, a fortepiano, an 1823 Clementi grand piano, a Gothic harp, eight violas da gamba, a Baroque violin, and an assortment of Renaissance and Baroque wind instruments.

Of particular interest is the Charles Benton Fisk meantone organ (completed 1981) in Houghton Memorial Chapel, which is America's first major instrument constructed after seventeenth-century German prototypes. The chapel also houses a three-manual Aeolian-Skinner pipe organ. Galen Stone Tower contains a 32-bell carillon.

Performance Workshop (MUS 344)

The performance workshop is directed by Professor Fisk with a member or members of the performing music faculty. It offers advanced students an opportunity to perform frequently in an informal setting before fellow students and faculty, to discuss repertoire and interpretation, and to receive constructive comments.

Private Instruction

The department offers private instruction in voice, piano, fortepiano, organ, harpsichord, harp, violin, Baroque violin, fiddle, viola, violoncello, double bass, viola da gamba, flute (Baroque and modern), oboe, clarinet, bassoon, trumpet, French horn, trombone, tuba, recorder, lute, classical guitar, saxophone, percussion, and marimba; and private jazz instruction in piano, violin, bass, saxophone, flute, percussion, and voice. We will make every attempt to accommodate students wishing private instruction in instruments not currently taught.

All students planning to enroll for music lessons must take the Music Theory Placement Test. Information concerning auditions and course requirements for noncredit and credit study is given above under listings for MUS 99, 199, 299, and 344. Except for 344, auditions and the Placement Test are ordinarily given at the start of the first semester.

There is no charge for performing music to students enrolled in 199, 299, or 344 who: 1) have demonstrated financial need as determined by the Wellesley College Financial Aid Office; 2) are receiving financial aid from Wellesley College; and 3) are taking the normal length of lesson (45 minutes at the 199 level, one hour at the 299 level). All other 199 and 299 students, while still given the full length lesson, are charged an annual fee of $988 (calculated as the rate for one half-hour lesson per week of the academic year). Students who contract for performing music instruction under MUS 99 are charged $988 for one half-hour lesson per week through both semesters, and may register for 45-minute or hour lessons for an additional charge. A fee of $35 per year is charged to performing music students for the use of a practice studio. The fee for the use of a practice studio for fortepiano, harpsichord, and organ is $45.

Music lessons at Wellesley involve a full-year commitment: lesson contracts are binding for the entire school year. Performing music fees are payable by September 30; no refunds will be made thereafter.

For purposes of placement, the Music Theory Placement Test is given before classes start in the fall semester. All students registered for MUS 111, 111X, 122, or private instruction in 99 or 199 are required to take the test.

Arrangements for lessons are made at the department office during Orientation of the first week of the semester. Students may begin private study in 99 (but not 199 or 299) at the start of the second semester, if space permits.

Academic Credit and Corequisites for MUS 199 and 299

Credit for performing music at the 199 and 299 levels is granted only for study with the department's performance faculty, not with outside instructors; the final decision for acceptance is based on the student's audition. One unit of credit is granted for a full year (two semesters) of study in either 199 or 299; except by special permission, both semesters must be satisfactorily completed before credit can be counted toward the degree. While music performance courses (99, 199, 299, 344) may be repeated without limit, no more than four units of credit in these courses may be counted toward the Wellesley degree. More than one course in performing music for credit can be taken simultaneously only by special permission of the department.

An additional music course must be elected as a corequisite for each unit of credit in performing music. If a student must take MUS 111 or 111X as a result of the Placement Test, this course counts as the co-requisite for the year.

The department's MUS 199 and 299 offerings are made possible by the estate of Elsa Graefe Whitney '18.

Group Instruction
Group instruction in classical guitar, percussion, viola de gamba, Renaissance wind instruments, and voice is available for a fee of $300 per year. Group instruction in the Alexander Technique is offered at a fee of $150 for a semester.

Performing Organizations
The following organizations, all directed by faculty members, are vital extensions of the academic program of the Wellesley Department of Music.

The Wellesley College Choir
The College Choir, consisting of approximately 50 singers, has a rich history of dedication to great choral literature and inspiring performances. Endowed funds provide for annual collaborative concerts with men's choirs from such institutions as the Miami University of Ohio, Harvard, and Cornell. The choir regularly commissions and premieres new compositions as well as performs a great variety of repertoire for women's chorus. In addition to staging local performances of works for choir and orchestra and singing at annual college events throughout the year, the choir tours both nationally and internationally. Auditions are held during Orientation.

The Wellesley College Chamber Singers
A select ensemble of 12 to 16 vocalists, the Chamber Singers perform concerts on and off campus. The Chamber Singers are often invited to perform with local instrumental ensembles, on professional concert series, and as part of choral festivals. Specializing in music for women's voices, the repertoire ranges from medieval to contemporary literature.

Choral Scholars
As part of the Choral Program, students may audition to join the Choral Scholars. Open to all students and effective for the full academic year, these scholarships are awarded to singers and conductors who have a serious interest in choral music. The recipients will be expected to: participate in one or more of the choral ensembles; serve as section leaders and/or assistant conductors; meet weekly as a group for coaching and research; take voice or conducting lessons. Applications are available at the start of the Fall semester.

The Collegium Musicum
The Wellesley College Collegium Musicum specializes in the performance of Western music from the Middle Ages to the early nineteenth century. This ensemble of singers and instrumentalists is open to Wellesley College students, faculty, staff, and members of the local community. The Collegium is also frequently joined by guest artists, who enrich the ensemble for special projects. Members of the Collegium enjoy the use of an extensive collection of historical instruments. Separate consort instruction is available in viola da gamba and Renaissance wind instruments for both beginning and advanced players on a fee basis ($300 for the 2008-09 academic year).

The Brandeis-Wellesley Orchestra
The Orchestra is comprised of students, faculty, staff, and associates of Wellesley College and Brandeis University. Uniting the high standard of excellence associated with these institutions, the Orchestra is dedicated to bringing inspiring performances of the great orchestral literature—past and present—to a new generation of musicians and audiences. The Orchestra gives four to five concerts a year; one concert features the winners of the annual Concerto Competition, which is open to students taking lessons and participating in department ensembles. Two-hour rehearsals are held on Tuesday evenings at Brandeis and Thursday evenings at Wellesley, and shuttle buses are provided. Membership is based on auditions held at the start of each semester.

The Chamber Music Society
The Chamber Music Society offers an opportunity for small ensembles to explore the chamber music repertoire of the last three centuries. A number of groups, which include singers and players of strings, winds, and keyboards, rehearse independently and also meet weekly with a faculty coach at no cost. Throughout the year, players present formal and informal recitals. Entrance is by audition.

Prism Jazz
Prism Jazz is a faculty-directed jazz ensemble of six to ten students. Rehearsals encourage the development of fluency in jazz improvisation; previous jazz experience is not required. The ensemble performs several times each year and presents joint concerts with ensembles from Wellesley and other area colleges. Workshops on jazz improvisation with visiting guest artists are also offered. Auditions are held at the beginning of each year.

Body and Soul
Body and Soul is a faculty-directed vocal jazz ensemble of six to eight singers that performs several times each academic year. The ensemble focuses on developing improvisational skills through individual and group repertoire; previous jazz experience is not required. Auditions are held at the beginning of each year.

Fiddleheads
This group studies and performs the fiddle tunes and styles of Scotland, Ireland, Cape Breton, Québec, and New England. The class is taught entirely by ear, and all instruments are welcome. No prior experience playing in a traditional style is necessary.

Synergy Jazz String Ensemble
Synergy is a faculty-directed jazz ensemble for string players (violin, viola, cello, bass), which focuses on developing jazz improvisation skills, including specific techniques for bowed strings. Students learn by ear as well as with written music and recordings. Repertoire includes jazz string ensemble arrangements by the Turtle Island String Quartet and compositions for strings with rhythm section, in styles from rock to Latin jazz. Synergy performs several times a year, often in joint concerts with other Wellesley ensembles, and hosts improvisation workshops with visiting jazz string artists. Auditions are held at the beginning of each year. Jazz experience is welcome but not necessary.

Yanvalou Drumming and Dance Ensemble
Yanvalou, an ensemble that explores the traditional musics of Africa and the Caribbean, offers participants the opportunity to perform with authentic instruments, and to experience a variety of cultures through their musics. In collaboration with its dance troupe, Yanvalou presents several concerts during each academic year.

Neuroscience

AN INTERDEPARTMENTAL MAJOR

Professor: *Beltz (Director)*

Assistant Professor: *Conway, Tetel*[A], *Wiest*

Senior Instructor in Neuroscience Laboratory: *Paul*

Neuroscience Advisory Committee: *Cameron (Biology), Ducas*[A2] *(Physics), Hildreth (Computer Science), Keane (Psychology), Kolodny*[A2] *(Chemistry)*

Neuroscience explores how the brain and nervous system function to generate behavior, emotion and cognition. Neuroscience is highly interdisciplinary, integrating biology, psychology, chemistry, physics and computer science. Exploring the complexity of the nervous system requires analyses at multiple levels. Neuroscientists investigate how genes and molecules regulate nerve cell function (cellular/molecular neuroscience), explore how neural systems produce integrated behaviors (behavioral neuroscience), seek to understand how neural substrates create mental processes and thought (cognitive neuroscience) and use mathematics and computer models to comprehend brain function (computational neuroscience). In studying how the brain and nervous system function normally, neuroscientists also hope to better understand devastating neurological and psychiatric disorders.

Directions for Election

For students who enter the College in the fall of 2007 or later, the major in neuroscience offers three areas of concentration: cellular and molecular neuroscience, cognitive neuroscience, and systems and computational neuroscience. Students are expected to achieve competence in two of these three areas. The major must include the following core courses: NEUR 100, 200 and 300 and PSYC 205. Majors must elect three 200-level courses from two of the three areas of concentration: Cellular and molecular neuroscience: BISC 219, 220, CHEM 211, 221 or 222; Cognitive neuroscience: PSYC 214, 215, 216, 217; Computational neuroscience: MATH 215, PHYS 216, 219, 222. Note that these 200-level courses have specific prerequisites that must be satisfied. Majors must also elect three 300-level courses from two of the three areas of concentration, at least one of which must be a laboratory course: Cellular and molecular neuroscience: NEUR/BISC 306, NEUR/BISC 315, NEUR 332, BISC 302, CHEM 306 (only when neuroscience-related topics); Cognitive neuroscience: PSYC 304R, 314R, 315, 316, 318, 319; Systems and computational neuroscience: NEUR 320, NEUR 335, CS 332. Any other 300-level courses must be specifically approved by the Director. NEUR 350, 360 and 370 do not count towards the minimum major. A minimum of 8 courses towards the major requirements must be taken at Wellesley. Additional information is also available on the web at http://www.wellesley.edu/neuroscience/major_complete.html.

For students who entered the College prior to the fall of 2007, a major in neuroscience must include the following core courses: BISC 110, 111; CHEM 105 (or 120), and 211; PSYC 205 and BISC 213. For students who entered the College in fall 2004 or later, PSYC 101 is also a required course for the major. Majors must elect two 200-level courses from among the following: one from BISC 219, 220, CHEM 221 or 222; and one from PSYC 214, 215, 216, 217. Additionally, majors must elect two 300-level courses, at least one of which must be a laboratory course. Acceptable 300-level courses are BISC 302; CHEM 306 (only when neuroscience-related topics); CS 332; NEUR/BISC 306, 315; NEUR 300, 320, 332; NEUR 335, PSYC 304R, 314R, 315, 316, 318, 319. Any other 300-level courses must be approved specifically by the director. NEUR 350, 360 and 370 do not count towards the minimum major. A minimum of 6 courses (a minimum of 6.75 units) towards the major requirements must be taken at Wellesley.

Normally no more than 3 units in neuroscience taken at other institutions may be counted towards the major.

Credit for Courses Taken at Other Institutions
To obtain Wellesley credit for any neuroscience course taken at another institution, preliminary approval must be obtained from the director of the program prior to enrolling in the course. In general, courses taken at two-year colleges will not be accepted. These restrictions apply to courses taken after enrollment at Wellesley. Transfer students wishing to obtain credit for courses taken prior to enrollment at Wellesley should consult the program director.

Honors
Senior thesis (NEUR 360/370) projects may be supervised by members of the various departments associated with the major. Students considering the senior thesis option are advised to consult with the director of the program during the fall of their junior year.

Students wishing to attend graduate school in neuroscience are strongly encouraged to take CHEM 211/212, CS 112, MATH 115/116 and physics through PHYS 106 or PHYS 108.

NEUR 100 Brain, Behavior, and Cognition: An Introduction to Neuroscience

Conway, Paul

This course will provide a broad introduction to neuroscience, focusing on examples and approaches from cellular and molecular, cognitive, behavioral, systems and computational neuroscience. The lecture aspect of the course will be accompanied by a 70-minute practicum where students will engage directly in experimental neuroscience.

Prerequisite: Open only to first years and sophomores, or by permission of instructor.
Distribution: Epistemology and Cognition or Natural and Physical Science
Semester: Fall, Spring Unit: 1.0

NEUR 200 Neurons, Networks, and Behavior with Laboratory

Wiest

This course will build on basic concepts in neuroscience. Current issues will be examined within a broad framework that includes examples and readings in cellular and molecular, cognitive, behavioral and computational neuroscience. Topics such as sensory systems, language, learning, memory, and cognition will be covered. The accompanying laboratory is designed to expose students to basic methods and experimental approaches in neuroscience.

Prerequisite: 100. Not open to first-year students.
Distribution: Epistemology and Cognition or Natural and Physical Science
Semester: Fall, Spring Unit: 1.25

NEUR 250 Research or Individual Study

Prerequisite: By permission of instructor.
Distribution: None
Semester: Fall, Spring Unit: 1.0

NEUR 250H Research or Individual Study

Prerequisite: By permission of instructor.
Distribution: None
Semester: Fall, Spring Unit: 0.5

NEUR 300 Capstone Seminar in Neuroscience

Beltz

In this capstone seminar for senior neuroscience majors, students will give group presentations of articles on cutting edge areas of neuroscience research. The authors of these articles will be invited to campus to present their research and meet with the class. Some of the topics to be discussed include: developmental neuroscience, computational neuroscience, cognitive neuroscience, neuroendocrinology, learning and memory and neurodegenerative disorders. In addition, we will discuss careers in neuroscience.

Prerequisite: [NEUR 213]/BISC 213 or NEUR 200. Open only to neuroscience majors.
Distribution: Epistemology and Cognition or Natural and Physical Science
Semester: Spring Unit: 1.0

NEUR 306/BISC 306 Principles of Neural Development with Laboratory

Beltz

This course will discuss aspects of nervous system development and how they relate to the development of the organism as a whole. Topics such as neural induction, neurogenesis, programmed cell death, axon guidance, synaptogenesis and the development of behavior will be discussed. Laboratory sessions focus on a variety of methods used to define developing neural systems. *Students may register for either NEUR 306 or BISC 306 and credit will be granted accordingly.*

Prerequisite: [NEUR 213]/BISC 213 or NEUR 200 or BISC 216 or permission of instructor.
Distribution: Epistemology and Cognition or Natural and Physical Science
Semester: Fall Unit: 1.25

NEUR 315/BISC 315 Neuroendocrinology with Laboratory

Tetel

NOT OFFERED IN 2008-09. Hormones act throughout the body to coordinate basic biological functions such as development, differentiation and reproduction. This course will investigate how hormones act in the brain to regulate physiology and behavior. We will study how the major neuroendocrine axes regulate a variety of functions, including brain development, reproductive physiology and behavior, homeostasis and stress. The regulation of these functions by hormones will be investigated at the molecular, cellular and systems levels. Laboratory experiments will explore various approaches to neuroendocrine research, including the detection of hormone receptors in the brain and analysis of behavior. *Students may register for either NEUR 315 or BISC 315 and credit will be granted accordingly.*

Prerequisite: Either [NEUR 213]/BISC 213 or NEUR 200, or both BISC 110 and BISC 203, or permission of instructor.
Distribution: Epistemology and Cognition or Natural and Physical Science
Semester: N/O Unit: 1.25

NEUR 320 Vision and Art: Physics, Physiology, Perception, and Practice with Laboratory

Conway

This course will investigate the form and function of the human visual system by considering a unique product of this system: visual art. The course will examine the nature of the physical stimulus to which the visual system is responsive, the physiological mechanisms that capture this signal and convert it into perception, and how this process is revealed in the practice of art. As part of laboratory exercises investigating the resolution and sensitivity of your own visual system, a discipline called psychophysics, students will engage in making their own art and will learn to articulate the mechanisms by which they do so. The interdisciplinary nature of the course will require an advanced level of student participation, commitment, and self-directed learning.

Prerequisite: NEUR 100 or by permission of instructor.
Distribution: Epistemology and Cognition or Natural and Physical Science
Semester: Spring Unit: 1.25

NEUR 332 Advanced Topics in Neuroscience

NOT OFFERED IN 2008-09.

Prerequisite: 200
Distribution: Natural and Physical Science
Semester: N/O Unit: 1.0

NEUR 335 Computational Neuroscience with Laboratory

Wiest

The electrical activities of neurons in the brain underlie all of our thoughts, perceptions, and memories. However, it is difficult to measure these neural activities experimentally, and also difficult to describe them precisely in ordinary language. For this reason, mathematical models and computer simulations are increasingly used to bridge the gap between experimental measurements and hypothesized network function. This course will focus on the use of mathematical models and computer simulations to describe the functional dynamics of neurons in a variety of animals. Topics will range from single neuron biophysics to the analysis of circuits thought to underlie sensory perception and memory. Topics will be introduced by background lectures, followed by student-led presentations of primary literature and construction of a computer model of the system studied. Lab will introduce students to computer programming of mathematical models in MATLAB and the neuron-simulator NEURON.

Prerequisite: PHYS 104/107 and either PHYS 106/[106X]/108 or [NEUR 213]/BISC 213 or NEUR 200, or by permission of instructor. No programming experience is required. Not open to first year students.
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: Spring Unit: 1.25

NEUR 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

NEUR 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 0.5

NEUR 360 Senior Thesis Research

Prerequisite: By permission of the Program. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

NEUR 370 Senior Thesis

Prerequisite: 360 and permission of the Program.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Peace and Justice Studies

A STRUCTURED INDIVIDUAL MAJOR

Faculty Directors: *Rosenwald (English), Murphy (Political Science)*

Co-Director for Experiential Education: *Kazanjian*

Lecturer: *Kazanjian*

Peace and Justice Studies Advisory Board: *Agosin (Spanish), Lam (East Asian Languages and Literatures), Levitt (Sociology), de Warren (Philosophy), Genero (Psychology), Kapteijns (History), Kazanjian (Peace and Justice Studies), Murphy (Political Science), Rosenwald (English), Velenchik (Economics), Wasserspring (Political Science)*

The peace and justice studies program provides a program of study that integrates the many areas of intellectual inquiry relating to the historical and contemporary search for a peaceful and just society and world.

A major (eight units) in peace and justice studies and the concentration should be designed in consultation with the program directors. Students must elect a concentration of at least four units above the 100-level. Concentrations will normally be in one department, but may be constructed across departments. In either case, the student must demonstrate the intellectual coherence of the concentration. The major must include two 300-level courses. The major consists of:

1. Two required courses: PEAC 104 (Introduction to the Study of Conflict, Justice, and Peace) and **PEAC 259** (Peace and Conflict Resolution).

2. Six courses through which students are expected to develop proficiency in two areas:

a) the social, political, historical, and cultural factors that lead to conflict, violence, and injustice;

b) the various strategies and techniques of peacemaking and justice-seeking at the level of nation-states, social groups and communities within nation-states, and interpersonal and individual relationships;

Students are also expected to develop expertise in a particular international, national, regional, or local conflict situation.

3. Students majoring in peace and justice studies are expected to include an experiential education component in their course of study. This component should be discussed with the program directors and may include: Wintersession, summer or year-long internships, course-related experiential education programs, or community service projects.

Honors

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

PEAC 104 Introduction to the Study of Conflict, Justice, and Peace

Rosenwald (English) and Murphy (Political Science)

An interdisciplinary introduction to the study of conflict, justice, and peace. The course engages students in developing an analytical and theoretical framework for examining the dynamics of conflict, violence, and injustice and the strategies that have been employed to attain peace and justice, including: balance of power, cooperation, diplomacy and conflict resolution, law, human rights, social movements, social justice (economic, environmental, and race/class/gender), interpersonal communication, and religiously inspired social transformation.

Prerequisite: None
Distribution: Social and Behavioral Analysis or Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

PEAC 250 Research or Individual Study

Prerequisite: 104 and one 200-level course in the general field of Peace and Justice Studies or permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PEAC 250H Research or Individual Study

Prerequisite: 104 and one 200-level course in the general field of Peace and Justice Studies or permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 0.5

PEAC 259/ANTH 222 Peace and Conflict Resolution

Fox Tree (Anthropology)

Topic for 2008-09: Redressing Savagery: The Cultural Performance of Peace and Aggression. Societies have long used the supposed savagery of dehumanized "others" to justify wars, while re-framing their own warfare as less savage, or even constructive. This course uses anthropological concepts to explore this central irony of war and related collective injustices by deconstructing cultural notions of savagery and by examining how savagery can be redressed, both in the restorative sense of atonement and compensation and in the sense of deceptive re-clothing that conceals continuing abuses. Students will analyze artistic, testimonial, philosophical, and popular notions of savagery and redress. Specific cases include the Trojan War, colonization of the Americas, internment, genocide, the war on terror, and ongoing nation-building projects. *Students may register for either PEAC 259 or ANTH 222 and credit will be granted accordingly.*

Prerequisite: One course in either Anthropology or Peace and Justice Studies.
Distribution: Social and Behavioral Analysis or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

PEAC 324 Grassroots Development, Conflict Resolution, and the Gandhian Legacy in India

Kazanjian (Peace & Justice Studies) and Rosenwald (English)

This three and a half week wintersession course in India focuses on understanding the historical development of the Gandhian philosophy of nonviolence and on how Gandhian strategies have been adapted by grassroots community based organizations to address the challenges facing India and the world today. The course involves both experiential and classroom learning. During this course we will meet with women's organizations, peace organizations, environmental action groups, and community health activists in rural and urban communities in the North of India. In addition we will take part in a seminar series on intercultural and interreligious conflict resolution at the Malviya Centre for Peace Research at Banaras Hindu University. *Not offered every year. Subject to Dean's office approval.*

Prerequisite: Two 200-level courses in related fields. Application required.
Distribution: Social and Behavioral Analysis or Religion, Ethics, and Moral Philosophy
Semester: Wintersession Unit: 0.5

PEAC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PEAC 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 0.5

PEAC 360 Senior Thesis Research

Prerequisite: By permission of program directors. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PEAC 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

For Credit Toward the Major

The courses listed below are a representative sampling of the many courses in the curriculum that are pertinent to Peace and Justice Studies. Not all of these courses will be taught in 2008-09. Students may include courses not listed below in their major with permission of the program directors.

AFR 208 Women in the Civil Rights Movement

AFR 226 Environmental Justice, Race, and Sustainable Development

AMST 151 The Asian American Experience

ANTH 251 Cultures of Cancer

ANTH 319 Nationalism, Politics, and the Use of the Remote Past

CAMS 110/WRIT 125 The Political Documentary

ECON 220 Development Economics

ECON 243 The Political Economy of Gender, Race, and Class

ECON 343 Seminar. Feminist Economics

EDUC 216 Education and Social Policy

ENG 266 American Literature from the Civil War to the 1930s

HIST 263 South Africa in Historical Perspective

HIST 265 History of Modern Africa

HIST 278 Reform and Revolution in China, 1800-Present

HIST 284 The Middle East in Modern History

PHIL 206 Normative Ethics

PHIL 236 Introduction to Global Justice

PHIL 342 Seminar. Political Philosophy. Topic for 2008-09: Justice and International Trade

POL1 215 Courts, Law, and Politics

POL2 204 Political Economy of Development and Underdevelopment

POL2 207 Politics of Latin America

POL2 211 Politics of South Asia

POL2 305S Seminar. The Military in Politics

POL2 307S Seminar. Women and Development

POL2 309S Seminar. Ethnicity, Nationalism, Religion, and Violence

POL2 353S Seminar. The Politics of Contemporary Cuba

POL3 221 World Politics

POL3 223 International Relations of South Asia

POL3 224 International Security

POL3 323 International Economic Policy

POL3 327 International Organization

POL3 329 International Law

POL3 332 Seminar. People, Agriculture, and the Environment

POL3 348S Seminar. Problems in North-South Relations

POL3 379 Weapons, Strategy, and War

POL3 384S Seminar: Power, Conflict, and Diplomacy

PSYC 347 Seminar. Culture and Social Identity

REL 230 Ethics

REL 257 Contemplation and Action

REL 357 Seminar. Issues in Comparative Religion

SOC 202 Introduction to Human Rights

SOC 209 Social Inequality

SOC 221 Globalization

SOC 259 The Sociology of International Justice

SOC 302 Seminar. Advanced Topics in Human Rights

SOC 311/WOST 311 Seminar. Family and Gender Studies: The Family, the State, and Social Policy

SPAN 267 The Writer and Human Rights in Latin America

WOST 219 Gender in the Workplace

WOST 311/SOC 311 Seminar. Family and Gender Studies: The Family, the State, and Social Policy

WRIT 125/CAMS 110 The Political Documentary

Department of Philosophy

Professor: *Congleton*[A], *McIntyre, Menkiti*

Associate Professor: *de Warren, McGowan (Chair)*

Assistant Professor: *de Bres, Wearing*[A]

CFD Fellow: *Davis*

One of the marks of philosophy, and one of its strengths, is that it identifies and examines assumptions that we make in our ordinary lives or that are made in other areas of study. Many would also accept a definition of philosophy as the attempt to answer, or at least to better understand, very basic questions about the universe and our place in it. A striking thing about these assumptions and questions is that many of us live as if we were clear about them even though we have never even asked about them. We accept one belief and dismiss another without asking what it takes for a belief to be worthy of acceptance. We decide whether an act is right or wrong without even asking what the difference is between right and wrong. A famous passage by the philosopher David Hume, written when he was about 25, expresses the impulse to philosophize: "I am uneasy to think I approve of one object, and disapprove of another; call one thing beautiful, and another deformed, decide concerning truth and falsehood, reason and folly, without knowing upon what principles I proceed." The clarity, depth and rigor encouraged in philosophy courses are useful not only in philosophy but also in any other study, and it is a major that is welcomed by graduate school departments in many fields, businesses and law schools.

PHIL 103 Self and World: Introduction to Metaphysics and Epistemology
Staff
This course introduces basic philosophical methods and concepts by exploring a variety of approaches to some central philosophical problems. Topics covered include the existence of God, the relation between reason and faith, skepticism and certainty, theories of knowledge, the relation between mind and body, and the compatibility of free will and causal determination. Readings are drawn from historical and contemporary texts. Discussions and assignments encourage the development of the student's own critical perspective on the problems discussed.

Prerequisite: None
Distribution: Epistemology and Cognition
Semester: Fall, Spring Unit: 1.0

PHIL 106 Introduction to Moral Philosophy
Staff
A study of central issues in moral philosophy from ancient Greece to the present day. Topics include the nature of morality, conceptions of justice, views of human nature and their bearing on questions of value, and competing tests of right and wrong.

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall, Spring Unit: 1.0

PHIL 150/ENG 150 First-Year Colloquium in Literature and the History of Ideas
de Warren and Rodensky (English)
A team-taught interdisciplinary seminar for first-year students that brings the perspectives of such disciplines as philosophy, psychology, and history to bear on the traditional study of literature.

Topic for 2008-09: The Mind of the Pen: George Eliot and the Philosophical Novel. This course examines the ways in which philosophy finds expression in literature and literature finds significance in philosophy. The focus of this examination will be the work of the great Victorian novelist George Eliot and the major philosophical ideas and texts that influenced her, including the work of Spinoza, Feuerbach and J. S. Mill (among others). We will discuss these philosophical texts separately and in detail, and consider how Eliot refashioned them in the context of two of her novels, *The Mill on the Floss* and *Middlemarch.* As part of our interdisciplinary interest, we will reflect on the basic categories of the "literary" and the "philosophical," asking what it means to read novels "as philosophy" and to read philosophy "as literature." *Students may register for either PHIL 150 or ENG 150 and credit will be granted accordingly.*

Prerequisite: Open only to first-year students.
Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

PHIL 201 Ancient Greek Philosophy
Staff
Study of writings of Plato and Aristotle that are particularly influential still today, including Plato's *Symposium* and *Republic* and Aristotle's *Nicomachean Ethics.* In addition to studying the fundamental "essentialist" views that Aristotle accepted from his teacher Plato for both the study of nature and of ethics, we will consider their differences and distinctive contributions. For Plato, this will include his presentation of Socrates and the dialogue form. For Aristotle, it will include his development of the philosophical vocabulary that became standard for subsequent Western philosophy up until the Renaissance and that continues to be of great interest in a wide range of areas and topics today. These include ethics and biology and issues such as "stereotyping" in social thought, whether scientific and ethical reasoning are fundamentally the same or different, whether women and men are or are not essentially different, and what role rhetoric plays in a democracy.

Prerequisite None
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

PHIL 202/AFR 202 Introduction to African Philosophy
Menkiti
Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative. *Students may register for either PHIL 202 or AFR 202 and credit will be granted accordingly.*

Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

PHIL 203 Philosophy of Art
de Warren
What makes an object an art object? How does art reflect on the human condition? Why is there art rather than not, expression rather than silence, a gesture rather than stillness? A philosophical approach to art is primarily interested in clarifying the problem of aesthetic value, the special activities that produce art, and the claim to truth which finds expression through artistic creation. The aim of this course is to explore these questions, among others, by examining the positions of major philosophers and twentieth-century artists.

Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

PHIL 204 Philosophy and Literature
Menkiti
This course considers the questions: what sort of object is the literary text and what are the ontological issues raised by acts of literary interpretation? It also examines the complex relationship between fiction and fact, and between fiction and morality. The treatment of commitment to self and others, of self-knowledge and self-identity, and of individual and social ideals will also be explored. We end the course by looking at poetry—how it has meaning despite an inbuilt element of ambiguity and how it succeeds not only in shaping, but also healing the world.

Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

PHIL 206 Normative Ethics

NOT OFFERED IN 2008-09. Can philosophers help us to think about moral issues, such as what to do about poverty and hunger, or racism and sexism; what is the good life and how could we know that it is good? We shall look at the attempts of some contemporary philosophers to provide answers, or at least guides to finding answers, to these and similar questions. We shall compare and contrast several approaches to evaluating an action: placing major weight on its consequences, or on whether it conforms to a moral rule, or whether it is the sort of thing a virtuous person would do.

Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

PHIL 207 Philosophy of Language
McGowan
This course will explore a variety of philosophical issues concerning language: the different ways in which spoken language functions and conveys information, the alleged difference

between speech and action and how it relates to freedom of speech issues (e.g. pornography and hate speech), the general problem of how words get attached to their referents, and criticisms of traditional conceptions of meaning and reference.

Prerequisite: Open to first-year students who have taken one course in philosophy, and to sophomores, juniors, and seniors without prerequisite.
Distribution: Epistemology and Cognition
Semester: Fall Unit: 1.0

PHIL 208 Theories of Knowledge

Staff

We usually assume that we know a lot about the world around us. But how can we be sure that our beliefs reflect what the world is really like? In this course, we will investigate the nature of knowledge and the conditions under which we can be said to have any. We will explore answers to the following questions: What distinguishes knowledge from mere opinion? What makes someone justified in holding a particular belief? What is the connection between what we do believe and what we should believe? How is self-deception possible? We will conclude by examining the contributions of feminism and cognitive science to the discussion of these questions.

Prerequisite: Open to first-year students who have taken one course in philosophy, and to sophomores, juniors, and seniors without prerequisite.
Distribution: Epistemology and Cognition
Semester: Fall Unit: 1.0

PHIL 209 Scientific Reasoning

NOT OFFERED IN 2008-09. This is a reasoning course that emphasizes the practical importance of critical thinking. Topics covered will include the basic forms of scientific inference, the basics of probability, issues of data collection, the difference between correlation and causation, and the theoretical and practical difficulties associated with establishing causal claims. Students will also gain an appreciation of the political and ethical importance of critical thinking by evaluating cases of sexist and racist science.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: Epistemology and Cognition. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: N/O Unit: 1.0

PHIL 210 Philosophy of Business

Congleton

NOT OFFERED IN 2008-09. This course looks at philosophical foundations of U.S. corporate business and the role of the corporate executive, beginning historically and moving to the present day. It begins by looking at the development of corporate business from the time of the greatly accelerated industrialization and urbanization following the Civil War, looking at differing theories involved in thinking about the new urban wage laborer and unions, the definition of corporations as legal "persons" beginning in the 1880s, the emergence of government regulations such as the Sherman Anti-trust law, and the transformation of the U.S. into a consumerist nation, including the development of "marketing" in relationship to "democracy." The study of the construction of the role of corporate executive includes questions of gender in relationship to individualism, competitivism and teamwork.

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

PHIL 215 Philosophy of Mind

McIntyre

How are thoughts and sensations related to neurological processes? Could mental states be identical to brain states? What is free will? Could we have free will if we live in a deterministic universe? After examining a variety of answers to these traditional questions in the philosophy of mind, we will expand our inquiry to include recent work in philosophy and cognitive science that examines the nature of consciousness, animal intelligence, and the role of emotion in thought and action.

Prerequisite: One course in philosophy, psychology, or cognitive science, or permission of the instructor.
Distribution: Epistemology and Cognition
Semester: Fall Unit: 1.0

PHIL 216 Logic

McGowan

An introduction to formal logic. Students will learn a variety of formal methods—methods sensitive only to the form of arguments, as opposed to their content—to determine whether the conclusions of arguments follow from their premises. Discussion of the philosophical problems that arise in logic, and of the application of formal logic to problems in philosophy and other disciplines. Some consideration of issues in the philosophy of language.

Prerequisite: None
Distribution: Epistemology and Cognition
Semester: Fall, Spring Unit: 1.0

PHIL 217 Philosophy of Science: Traditional and Feminist Perspectives

Staff

This course will survey various issues in the philosophy of science surrounding the debate over scientific realism. Issues include: What constitutes adequate evidence? Exactly what does accepting a scientific theory involve? Does science discover the single objective way that the world is or does it partially construct the world around us? How do cultural attitudes (e.g. gender) affect scientific practice?

Prerequisite: Open to sophomores, juniors, and seniors.
Distribution: Epistemology and Cognition
Semester: Spring Unit: 1.0

PHIL 221 History of Modern Philosophy

de Warren

A study of central themes in seventeenth- and eighteenth-century philosophy, concentrating on Descartes, Hume, and Kant. More limited readings of such figures as Spinoza, Locke, Ann Conway, Leibniz, and Berkeley. Among the topics: the relationship between mind and body; the limits of reason; determinism and freedom; the bearing of science on religion.

Prerequisite: Open to first-year students in their second semester and to sophomores, juniors, and seniors without prerequisite.
Distribution: Epistemology and Cognition or Historical Studies
Semester: Spring Unit: 1.0

PHIL 222 American Philosophy

NOT OFFERED IN 2008-09. The development of American philosophy from colonial times to the present. Among the topics: European justifications of colonization and conquest; the spiritualist metaphysics of Berkeley and Jonathan Edwards; philosophical underpinnings of the revolution and the republic; slavery and abolition; transcendentalism (Emerson, Thoreau); justice and civil disobedience; feminism. We will concentrate in particular on pragmatism, America's unique contribution to world philosophy, with readings from Peirce, James, Dewey, Quine, Richard Rorty, and Cornel West. The course is intended for students of history, literature, and American studies as well as for students of philosophy.

Prerequisite: None
Distribution: Epistemology and Cognition or Historical Studies
Semester: N/O Unit: 1.0

PHIL 224 Existentialism

de Warren

NOT OFFERED IN 2008-09. This course will study basic themes in existentialism by focusing on the theoretical and theatrical works of key existentialist writers such as Jean-Paul Sartre, Simone de Beauvoir, Antonin Artaud, Samuel Beckett, Albert Camus, and Eugene Ionesco. In taking the human condition as its primary question, existentialism redefines the meaning of theory as a philosophical reflection or "seeing" of the human condition, as well as the significance of theatre as a "seeing" or "manifestation" of features of the human condition that otherwise remain hidden from view. Special emphasis will be placed on the themes of boredom, death, bad faith, anxiety, suffering, freedom, and intersubjective relationships.

Prerequisite: One philosophy course or permission of the instructor.
Distribution: Epistemology and Cognition or Historical Studies
Semester: N/O Unit: 1.0

PHIL 225 Phenomenology and Hermeneutics

de Warren

NOT OFFERED IN 2008-09. Phenomenology attempts to reclaim the richness of human experience for philosophical analysis. An important movement of twentieth-century philosophy, phenomenology represents an original approach to traditional philosophical questions based on the investigation of how "lived experience" animates the various ways in which the world is meaningful for human beings. As an introduction to the phenomenological movement, including the hermeneutic turn of phenomenological philosophy, this course will focus on the work of Husserl, Heidegger, Lévinas, and Merleau-Ponty.

Prerequisite: One philosophy course or permission of the instructor.
Distribution: Epistemology and Cognition
Semester: N/O Unit: 1.0

PHIL 226 Human Nature in Three Medieval Philosophers

Congleton

NOT OFFERED IN 2008-09. What is it to be a human being? This course will examine the responses of two twelfth-century writers—the Jewish thinker Moses ben Maimon (Maimonides) and the Islamic thinker Ibn Rushd (Averroes)—and a thirteenth-century Christian thinker who built on their work, Thomas Aquinas. Primary focus will be the question of whether each human being is essentially unique or simply an example of a species. Other questions will include whether the most educated people should control what texts/debates are available to the less educated, and what is involved in arguing that God is "transcendent." The course will begin with an introduction to central concepts of Plato and Aristotle used by these medieval thinkers. Also considered will be the "neo-Platonism" of Plotinus.

Prerequisite: Open to first-year students who have taken one course in philosophy or medieval studies and to sophomores, juniors and seniors without prerequisite.
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

PHIL 230 Nineteenth-Century Philosophy
de Warren

NOT OFFERED IN 2008-09. This course will study selected themes in nineteenth-century philosophy. Readings from Kant, Hegel, Marx, Kierkegaard, Schopenhauer, and Nietzsche will address central issues such as the status of reason, the irrational and the unconscious, modernization and the meaning of history, and the significance of religion and art for human existence. Other important figures of nineteenth-century thought such as Darwin, Comte, Mill, and Schleiermacher may also be addressed.

Prerequisite: One course in philosophy or permission of the instructor.
Distribution: Epistemology and Cognition or Historical Studies
Semester: N/O Unit: 1.0

PHIL 233 Environmental Philosophy

NOT OFFERED IN 2008-09. A study of conceptions of the natural world and our place in it, from the pre-Socratics and the *Book of Genesis* to the deep ecologists and ecofeminists of the present day. Readings in the history of philosophy (Aristotle, Descartes, Spinoza, Newton, Rousseau, and Hume, among others), in Emerson and Thoreau, and in contemporary nature writers and natural scientists. Discussion of ethical issues and of Third-World critics of Western environmentalism.

Prerequisite: None
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

PHIL 235 Democracy
de Bres

This course provides an introduction to past and present work on the normative theory of democracy, and discusses how that work bears on some important issues in current affairs. We will explore significant historical contributions to democratic thought; consider contemporary work on issues such as procedural vs. substantive accounts of democracy, democratic deliberation, democratic participation, legislative representation and constitutionalism; and address present public debates concerning campaign finance reform, democracy at the supra-state level and the "exporting" of democracy overseas.

Prerequisite: Open to first-year students who have taken one course in philosophy or political science, and to sophomores, juniors, and seniors without prerequisite.
Distribution: Religion, Ethics and Moral Philosophy
Semester: Spring Unit: 1.0

PHIL 236 Introduction to Global Justice
de Bres

An introduction to recent work in political philosophy on the ethics of international relations. The course will begin with a survey of some of the main theoretical approaches to the topic: realism, cosmopolitan egalitarianism, political liberalism, utilitarianism and nationalism. We will then consider how these different approaches might be applied to some specific moral controversies in international politics, such as those relating to global poverty, human rights and humanitarian intervention, immigration, climate change, and global governance.

Prerequisite: Open to first-year students who have taken one course in philosophy or political science, and to sophomores, juniors, and seniors without prerequisite.
Distribution: Religion, Ethics and Moral Philosophy
Semester: Fall Unit: 1.0

PHIL 245 Agency and Motivation
McIntyre

An examination of the capacities important to moral agency, drawing on work in philosophy as well as research in social psychology, evolutionary biology, and cognitive science. Topics to be examined include: theories of motivation; the moral significance of sympathy and empathy; guilt, shame, regret, and other traits central to moral accountability; differing conceptions of free will and the nature of autonomy; and issues involving self-control and self-knowledge.

Prerequisite: Open to sophomores, juniors, and seniors without prerequisite.
Distribution: Epistemology and Cognition
Semester: Spring Unit: 1.0

PHIL 249 Medical Ethics
Davis

A philosophical examination of some central ethical issues within medicine and biology. Issues may include abortion, euthanasia, organ donation, genetic manipulation, human and animal experimentation, and patient rights.

Prerequisite: Open to all students without prerequisite.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

PHIL 300 Seminar in Modern Philosophy
McIntyre

Topic for 2008-09: Morality, Nature, and Society in the Scottish Enlightenment. An examination of the moral, social, and political views of three central figures in the eighteenth-century "Scottish Enlightenment": Frances Hutcheson, David Hume, and Adam Smith. We will look at themes that unite these thinkers: their critical responses to the views of Hobbes and Mandeville and their accounts of the foundations of morals, including their innovations in accounting for the role of passion and sentiment in morality, while also paying close attention to their differences regarding theological controversies and the vexed question of assessing what is "natural" and what is "artificial" in moral judgments and social arrangements. Readings will include the views of their eighteenth-century opponents and critics as well as current scholarship on the period.

Prerequisite: One course in philosophy above the 100 level.
Distribution: Religion Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

PHIL 310 Seminar. Ancient and Medieval Philosophy
Staff

Prerequisite: 201 or the equivalent by permission of the instructor.
Distribution: Epistemology and Cognition or Historical Studies
Semester: Spring Unit: 1.0

PHIL 313 Seminar. Metaphysics
McGowan

NOT OFFERED IN 2008-09. Constructionism. This course will survey various ways in which we make facts about our world. That certain facts are constructed (e.g. speed limits and checkmates) is uncontroversial. Substantive philosophical issues arise, however, when delineating the precise manner in which such facts are constructed and drawing a defensible line between that which is constructed and that which is not. Constructionist speech, the social construction of gender and certain global constructionist theses will be considered. The diverse work of such contemporary analytic philosophers as Elgin, Goodman, Haslanger, Hacking, Lewis, Putnam, and Searle will be discussed.

Prerequisite: Open to students who have taken two courses in philosophy.
Distribution: Epistemology and Cognition
Semester: N/O Unit: 1.0

PHIL 323 Seminar. Continental Philosophy
de Warren

Topic for 2008-09: *Fides et Ratio*: Augustine's *Confessions* and the Philosophical Origins of Christianity. This seminar offers a detailed study of Augustine's *Confessions*, with additional readings from *On the Trinity*, *On Christian Doctrine*, and *The City of God*, against readings from St. Paul, Plotinus, Cicero, and Manichean writings, and in light of recent interpretations of Augustine's thinking (Arendt, Heidegger, Derrida, Ricoeur, Taylor, and Lyotard). Special emphasis is placed on the relationship between faith and reason; the relation between narrative and remembrance; time and human subjectivity; the performance of confession and religious conversion; the nature of love and friendship; the question of hope and the advent of happiness; the relation between rhetoric, the imagination and emotions; and the origin of textual hermeneutics in Augustine's understanding of scriptural interpretation.

Prerequisite: One 200-level philosophy course or permission of instructor.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

PHIL 326 Philosophy of Law
Menkiti

A systematic consideration of fundamental issues in the conception and practice of law such as the nature and function of law, the limits of law, the nature of judicial reasoning, and the relationship of law to morality. We will assess how alternative theories of law explain rights, duties, liability and responsibility. We will also focus on philosophical issues raised in court cases associated with liberty, privacy, justice, responsibility, causation and punishment. Readings include selections from legal theory and a variety of contemporary court decisions.

Prerequisite: Open to juniors and seniors without prerequisite and to sophomores who have taken one course in philosophy.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

PHIL 340 Seminar. Contemporary Ethical Theory
Menkiti

Topic for 2008-09: The Ethical and Political Philosophy of John Rawls. An examination of John Rawls's key ideas on justice, ethics, and politics as found in his major works: *A Theory of*

Justice, Polical Liberalism, and *The Law of Peoples*. In addition to these works, we will also examine, as time allows, selected other essays by Rawls that might help us come to a richer understanding of his views and his place as perhaps the foremost political philosopher of the twentieth century.

Prerequisite: One course in philosophy, political theory or legal studies, or permission of the instructor.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

PHIL 342 Seminar. Political Philosophy

de Bres

Topic for 2008-09: Justice and International Trade. This course will consider how norms of justice or fairness might apply to the contemporary multilateral trading regime in goods, capital, services and ideas. International trade raises deep philosophical issues about the relationship of principles of justice to coercion, cooperation, shared values and fair procedures. It also raises specific moral concerns about such matters as national self-determination, the environment, labor standards, intellectual property, and global poverty and inequality. The course will draw on recent work by political philosophers as well as empirical research and case studies relating to the World Trade Organization.

Prerequisite: Open to students who have taken one 200-level course in philosophy, political science, international relations or economics or by permission of the instructor.
Distribution: Religion, Ethics and Moral Philosophy
Semester: Spring Unit: 1.0

PHIL 345 Seminar. Advanced Topics in Philosophy of Psychology and Social Science

Wearing

NOT OFFERED IN 2008-09. Innate Knowledge. Do we have any knowledge that we have not derived from experience? Following the seminal work of Noam Chomsky in linguistics, the claim that we have "innate" knowledge has undergone a resurgence in popularity and now emerges regularly in explanations of "human nature." In this seminar, we will investigate the arguments for and against claims about innate knowledge. We will begin with the historical disagreement about "innate ideas" between Rationalists and Empiricists as represented by Descartes and Locke. We will then examine four specific domains in which recent claims about innate knowledge have been made: language, concepts, mathematics, and morality. We will draw on readings from philosophy, linguistics, and psychology, including work by Chomsky, Fodor, Cowie, Spelke, Carey, and Hauser.

Prerequisite: One course in philosophy, psychology, or cognitive and linguistic science, or by permission of the instructor.
Distribution: Epistemology and Cognition
Semester: N/O Unit: 1.0

PHIL 349 Seminar. Speech Acts

McGowan

This seminar will survey various philosophical issues and applications of speech act theory. Particular attention will be paid to utterances that enact facts about what is permissible for others, the role of authority in this, and indirect speech acts. Recent applications of speech act theory to free speech (e.g. hate speech and pornography) will also be discussed.

Prerequisite: 207 or permission of the instructor.
Distribution: Epistemology and Cognition
Semester: Spring Unit: 1.0

PHIL 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PHIL 350H Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

PHIL 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PHIL 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

For Credit Towards the Major

EDUC 102/WRIT 125 Education in Philosophical Perspective

Directions for Election

The philosophy department divides its courses and seminars into three subfields: (A) the history of philosophy: 150, 201, [220], 221, 222, [223], 224, 225, 226, 230, 300, 302, [303], 310, [311], [312], [319], 323 (when the topic is appropriate), 349 (when the topic is appropriate); (B) value theory: 106, 202, 203, 204, 206, 208, 210, [211], [213], [214], [227], [232], 233, [234], 235, 236, 249, [303], 310, [312] (when the topic is appropriate), 323 (when the topic is appropriate), 326, [332], 340, 342, 349 (when the topic is appropriate); (C) metaphysics and theory of knowledge: 103, 202, 207, 209, [211], 215, 216, 217, [218], [232], 233, [234], 300, [302], [304], 313, [314], 323 (when the topic is appropriate), [327], 345, 349 (when the topic is appropriate).

The major in philosophy consists of at least nine units. PHIL 201 and 221 are required of all majors. In order to assure that all majors are familiar with the breadth of the field, every major must take two units in each of subfields B and C. Majors are strongly encouraged to take a third unit in subfield A. Students planning graduate work in philosophy should take PHIL 216 and acquire a reading knowledge of Latin, Greek, French, or German. In order to assure that students have acquired some depth in philosophy, the department requires that each major complete at least two 300-level units; these units must be in different subfields of philosophy.

The minor in philosophy consists of five units. No more than one of these units may be at the 100 level; PHIL 201 or 221 is required of all minors; at least one of the five units must be at the 300 level.

Honors

Honors in the Philosophy major may be earned by writing a thesis or a set of related essays, and passing an oral examination.

To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. Members of the department also *prefer* to see the following criteria satisfied by the end of the junior year:

1. 201 and 221 completed
2. at least six philosophy courses completed
3. at least one 300 level seminar that demonstrates the ability to work independently completed with a grade of A or A-

Exchange

The department participates in exchange programs with Brandeis and MIT. Both schools have excellent philosophy departments, and students are encouraged to consult the respective catalogs for offerings.

Department of Physical Education, Recreation and Athletics

Professor: *Belgiovine (Chair and Athletic Director)*

Associate Professor: *Bauman, Dix, Hagerstrom, Webb*

Assistant Professor: *Berry, Makerney, McPhee, Mohammed, O'Meara, Spillane, Vaill*

Instructor: *Babington, Cameron, Chin, Gifford, Grande, Harkless, Hayden-Rukert, Kaliouby, Kerr, Kuscher, Liung, Magill, Owen, Pujol-Jensen, Sieck, Ulissey, Weaver, Wilson*

The Department of Physical Education, Recreation and Athletics is the academic department within the College charged with developing students' knowledge and skills in physical activities. This base of knowledge and skills is considered an essential component of the liberal arts education at Wellesley College and is required of all students for completion of their undergraduate degree.

PE 121 (Fall and Spring) Physical Education Activities and Athletics Teams
Physical Education and Athletics Requirement
To complete the College degree requirement in physical education and athletics, a student must earn eight credit points. Students are strongly urged to earn the eight credit points by the end of the sophomore year. These credit points do not count as academic units toward the degree, but are required for graduation. There are no exceptions for the degree requirement in physical education and athletics.

Directions for Election

The eight-credit requirement can be completed through:

1. completion of sufficient number of physical education classes; or
2. participation in one or more of Wellesley's 13 varsity athletic teams for at least two seasons; or
3. a combination of sufficient number of physical education classes and participation on varsity athletic teams; or
4. a combination of sufficient number of physical education classes and participation in a sport or dance club, Dorm or Class Crew (max: two credits); or
5. a combination of sufficient number of physical education classes and completion of a pre-approved independent study program (max: four credits)

Students may take a specific physical education class only once for credit. Students may continue to enroll in physical education classes after the PE 121 requirement is completed, if space is available in the class.

Transfer students will be given partial credit toward the physical education requirement dependent upon year and semester of admission. Typically, students admitted in the sophomore year will be expected to complete four credit points at Wellesley. Students admitted in the junior year or as a Davis Scholar will be considered as having completed the degree requirement.

If a student has a temporary or permanent medical restriction, the student, the PERA department and Health Services will arrange an activity program to serve the student's individual needs.

No student is exempt from the physical education and athletics requirement.

A. Physical Education Instructional Classes
The instructional program in physical education is offered in two primary formats. Some physical education activity classes are scheduled for a term (six weeks) and award two credit points. Other physical education activity classes are offered for a semester (12 weeks) and award four credit points. A limited offering is also available during Wintersession. All classes are graded on a credit-no credit basis.

CR—Credit for course completed satisfactorily.

NC—No credit for course not completed satisfactorily. Inadequate familiarity with the content of the course or excessive absence may result in an NC grade.

Physical Education Courses

Aquatics/Certification	**Sem.**	**Term**
Canoeing		1, 4
Sailing		1, 4
Elementary Swimming		1
Swim—Stroke Tech.		2
Dance		
African Dance	1	
Ballet	1, 2	
Ballet II	1, 2	
Caribbean Dance	2	
Indian Dance-Kathak Style	1	
Jazz Dance	1	
Latin Combination Dance	2	
Modern Dance	1, 2	
Modern Dance II	1, 2	
Salsa Dance	1	
Fitness		
Aerobics/Cardio Fitness		1, 2, 3, 4
Boot Camp Training	1, 2	
Fusion Fitness	1, 2	
Pilates	1, 2	W
Strength Training	1, 2	
Zumba		1, 2, 3, 4,W
Martial Arts		
Kung Fu	1	
Self-Defense	1, 2	W
Tai-chi	1, 2	
Sports		
Archery	1	
Badminton	1, 2	
Fencing		2, 3
Golf		1, 4
Horseback Riding		1, 2, 3, 4
Kids' Games	2	
Racquetball	1	
Soccer		1, 4
Downhill Skiing		3
Snowboarding		3
Squash	1, 2	
Table Tennis		1, 2
Elementary Tennis	1, 2	
Intermediate Tennis	2	
Yoga		
Beginning Yoga	1, 2	W
Continuing Yoga	2	

B. Athletics Teams
The intercollegiate program offers 13 sports through which a student may earn credit points towards the completion of the degree requirement. The athletics program is divided into three seasons: fall, winter, and spring.

Athletic Team	**Season**
Basketball	Winter
Crew (Novice or Varsity)	Fall, Spring
Cross-country	Fall
Fencing	Winter
Field Hockey	Fall
Golf	Fall/Spring
Lacrosse	Spring
Soccer	Fall
Softball	Spring
Squash	Winter
Swimming	Winter
Tennis	Fall, Spring
Volleyball	Fall

Enrollment and eligibility for earning credit points for intercollegiate athletics is limited to those students who are selected to the team by the head coach. Notices of organizational meetings and tryouts for these teams are distributed each year by head coaches.

C. Dance or Sport Clubs
The college offers students the opportunity to engage in a variety of dance and sport clubs through a partnership between PERA and Student Activities. To earn credit for club participation, students must submit a written proposal to the Physical Education Registrar prior to their involvement with a club. Club captains are responsible for maintaining and submitting attendance records for students seeking credit.

Offerings and notice of organizational meetings and participation for these clubs are available through PERA and Student Activities.

PE 205 Sports Medicine
Bauman
The course combines the study of biomechanics and anatomic kinesiology. It focuses on the effects of the mechanical forces which arise within and outside the body and their relationship to injuries of the musculoskeletal system. In addition to the lectures, laboratory sessions provide a clinical setting for hands-on learning and introduce students to the practical skills involved in evaluating injuries, determining methods of treatment and establishing protocol for rehabilitation. An off-site cadaver lab reinforces identification of anatomical structures. *Academic credit only.*

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

Department of Physics

Professor: *Ducas*[A2] *(Chair–Fall), Berg (Chair–Spring), Stark*[A]

Associate Professor: *Quivers, Hu*

Assistant Professor: *Lannert*

Visiting Lecturer: *Boyer*

Senior Instructor in Physics Laboratory: *Bauer, Wardell*

Instructor in Physics Laboratory: *Caplan*

The contemporary study of the physical universe encompasses systems ranging from the microscopic—atoms, nuclei, and elementary particles, to the very large—planets, stars and galaxies. A central theme of all branches of physics is the search for unifying principles underlying the diverse phenomena of nature. Training in physics involves modeling, problem-solving, hands-on experiences and the development of critical thinking skills necessary to address a wide range of questions. In addition to meeting the needs of students planning graduate study in physics or engineering, a background in physics will also help those interested in using it as a basis for careers in other sciences, business, medicine, arts, and law. Students considering the possibility of majoring in physics should elect physics in their first year.

Most courses meet three times weekly. If indicated, there is an additional three hour laboratory session weekly.

PHYS 101 Einstein's Century: Physics in the Last 100 Years

Stark

NOT OFFERED IN 2008-09. In 1905, Albert Einstein published three seminal papers in the history of modern science, introducing the theory of special relativity, launching the field of quantum mechanics, and helping establish the atomic nature of matter. We will use Einstein's contributions as a springboard for an introductory exploration of the natures of light, matter, space, and time. PHYS 101 is designed for the student who may not have a strong science background but would like an introduction to the major themes of physics in the last one hundred years. In addition to lectures and demonstrations we will have readings that draw from the biographical and historical contexts in which these ideas developed. We will make use of basic high school algebra, and some trigonometry, in our work. *Not to be counted toward the minimum major or to fulfill entrance requirement for medical school.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: N/O Unit: 1.0

PHYS 103 The Physics of Marine Mammals

Ducas

Sperm whales can dive thousands of feet, stay submerged for over an hour, and resurface rapidly; no other mammal can do that and survive. Many marine mammals thrive in arctic waters, sense the world around them using sound, and move with phenomenal efficiency. In this course we will learn the physics underlying the remarkable abilities of these aquatic mammals. Marine mammal characteristics and the associated scientific topics include: diving and swimming (ideal gas law, fluids, and forces); metabolism (energy, thermodynamics, and scaling); and senses (waves, acoustics, and optics). This course represents a naturally interdisciplinary approach in connecting biology, chemistry and engineering principles to the physics we will study as we learn about these animals. The course also emphasizes the development of modeling and problem-solving techniques. Whale watch. *Not to be counted toward the minimum major or to fulfill entrance requirement for medical school.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall Unit: 1.0

PHYS 104 Fundamentals of Mechanics with Laboratory

Quivers (Fall), Quivers (Spring)

This course is a systematic introduction to Newtonian mechanics, which governs the motion of objects ranging from biological cells to galaxies. Primary concepts such as mass, force, energy, and momentum are introduced and discussed in depth. We will place emphasis on the conceptual framework and on using fundamental principles to analyze the everyday world. Topics include: Newton's Laws, conservation of energy, conservation of momentum, rotations, waves, and fluids. Concepts from calculus will be developed and used as needed. Laboratories introduce experimental approaches to these topics. Students with a strong background in math or previous experience in physics should consider PHYS 107. *May not be taken in addition to 107. May be counted toward the minimum major only if followed by Physics 108.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement; Corequisite: calculus at the level of MATH 115.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall, Spring Unit: 1.25

PHYS 106 Fundamentals of Electricity, Magnetism, and Optics with Laboratory

Boyer

This second semester of classical physics concentrates on the fundamental forces of electricity and magnetism. The electric and magnetic forces are entirely responsible for the structures and interactions of atoms and molecules, the properties of all solids, and the structure and function of biological material. Our technological society is largely dependent on the myriad applications of the physics of electricity and magnetism, e.g., motors and generators, communications systems, and the architecture of computers. After developing quantitative descriptions of electricity and magnetism, we explore the relations between them, leading us to an understanding of light as an electromagnetic phenomenon. The course will consider both ray-optics and wave-optics descriptions of light. Laboratory exercises will emphasize electrical circuits, electronic measuring instruments, optics, and optical experiments. *PHYS 106 does not normally satisfy the prerequisites for 202 or 203 and does not count toward the minimum major.*

Prerequisite: 104 and calculus at the level of MATH 115.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall, Spring Unit: 1.25

PHYS 107 Principles and Applications of Mechanics with Laboratory

Hu (Fall), Berg (Fall), Staff (Spring)

Newtonian mechanics governs the motion of objects ranging from biological cells to galaxies. The fundamental principles of mechanics allow us to begin to analyze and understand the physical world. In this introductory, calculus-based course, we will systematically study the laws underlying how and why objects move, and develop analysis techniques for applying these laws to everyday situations. Broadly applicable problem-solving skills will be developed and stressed. Topics include: forces, energy, momentum, rotations, gravity, and waves, and a wide range of applications. Laboratories focus on hands-on approaches to these topics.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Calculus at the level of MATH 115. Not open to students who have taken 104.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall, Spring Unit: 1.25

PHYS 108 Principles and Applications of Electricity, Magnetism, and Optics with Laboratory

Lannert (Fall), Lannert (Spring)

The electromagnetic force, one of the fundamental interactions in nature, is responsible for a remarkably wide range of phenomena and technologies, from the structures of atoms and molecules to the transmission of nerve impulses and the characteristics of integrated circuits. This introductory course begins with the study of Coulomb's Law of electrostatics and progresses through investigations of electric fields, electric potential energy, magnetic fields, and Faraday's Law of magnetic induction. The course culminates in the study of light, where the deep connections between electricity and magnetism are highlighted. Geometrical optics and an introduction to interference effects caused by the electromagnetic wave nature of light are covered. Laboratories, a central part of the course, provide students with hands-on experiences with electronics and electronic and optical instruments.

Prerequisite: 107 (or 104 and permission of the instructor), and MATH 116 or 120. Not open to students who have taken 106 or [106X].
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall, Spring Unit: 1.25

PHYS 115/CS 115 Robotic Design Studio (Wintersession)

Berg, Turbak (Computer Science)

In this intensive course, students are introduced to engineering principles while designing and assembling robots out of LEGO® parts, sensors, motors, and tiny computers. Fundamental robotics skills are learned in the context of studying and modifying a simple robot known as SciBorg. Then, working in small teams, students design and build their own robots for display at a robot exhibition. These projects tie together aspects of a surprisingly wide range of disciplines, including computer science, physics, math, biology, psychology, engineering, and art. *Students may register for either PHYS 115 or CS 115 and credit will be granted accordingly. Not offered every year. Subject to Dean's Office approval.*

Prerequisite: None
Distribution: Natural and Physical Science
Semester: Wintersession Unit: 0.5

PHYS 202 Introduction to Quantum Mechanics and Thermodynamics with Laboratory

Lannert

The development of quantum mechanics represented one of the most fundamental revolutions in our understanding of the natural world. Quantum mechanics forms the basis for our knowledge of atoms, molecules, and solid-state systems as well as of nuclei and fundamental particles. Thermodynamics deals with the concepts of heat and temperature and their connection to properties of matter and to processes in natural and constructed systems. This course introduces both of these important branches of physics and looks at their links by investigating such phenomena as atomic and molecular heat capacities, and the statistical basis for black-body radiation and the second law of thermodynamics.

Prerequisite: 108, MATH 116 or 120; Corequisite: MATH 215/[PHYS 215]
Distribution: Mathematical Modeling or Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Fall Unit: 1.25

PHYS 203 Vibrations, Waves, and Special Relativity with Laboratory

Boyer

A wide range of physical systems exhibit vibrational and wave motion. Because of this universality, learning about fundamental characteristics of waves and vibrations provides insight into a tremendous number of phenomena such as the motion of strings and springs, the design of musical instruments, molecular spectra, oscillations in solids, liquids and gases, sound, and electromagnetic radiation as well as the behavior of fundamental particles. There will be an emphasis on optical applications as clear and elegant examples of wave phenomena. We will also study particular research applications such as Fourier Transform Spectroscopy and Nuclear Magnetic Resonance. The course culminates with an introduction to Einstein's Theory of Special Relativity, with a focus on explaining how this theory radically alters classical notions of space and time.

Prerequisite: 108, MATH 215/[PHYS 215]; Corequisite: PHYS 216/[MATH 216] or permission of the instructor.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Spring Unit: 1.25

PHYS 216 Mathematics for the Sciences II

Hu

When laws of nature are written in advanced mathematical forms, gradient, divergence, and curl are frequently encountered. In this course, we study these mathematical operations in the broader context of differential and integral vector calculus, with an emphasis on their physical meanings. Fourier transform and partial differential equations, which are used throughout the physical sciences, are also discussed. The course ends with an introduction to numerical methods, which is widely used in most modern scientific and engineering fields when analytical solutions to algebraic or differential equations do not exist. We use MATLAB®, a popular high-level programming language. Part of the course is similar to MATH 205, but topics closely related to physics—Gauss' and Stokes' theorems, spherical and cylindrical coordinates—is discussed in depth.

Prerequisite: MATH 215/[PHYS 215]. Not open to students who have taken this course as [MATH 216].
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

PHYS 219 The Art of Electronics

Berg

NOT OFFERED IN 2008-09. OFFERED IN 2009-2010. We are increasingly surrounded in our lives by boxes filled with electronics, but for most people (including many scientists) the inner workings of these boxes remain obscure and mysterious. This course is intended to remove much of this mystery. The approach is practical, aimed at allowing experimental scientists to understand the electronics encountered in their research. The emphasis is on designing and building circuits. Topics include diodes, transistor amplifiers, op amps, and digital electronics including microprocessors and microcontrollers. Applications to robotics will be explored. Two laboratories per week and no formal lectures.

Prerequisite: 106 or 108 or permission of the instructor.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: N/O. Offered in 2009-10. Unit: 1.25

PHYS 222 Medical Physics

Ducas

NOT OFFERED IN 2008-09. This course covers applications of physics to two important areas of medical science: the mechanisms of the human body and the design of modern diagnostic and treatment techniques. We will use principles of physics from mechanics, fluids, electricity and magnetism, thermodynamics, acoustics and optics to model aspects of human structural design and performance such as respiration, circulation, muscle and nerve operation, heat regulation, hearing and vision. We will also study the principles underlying modern medical technology such as ultrasound imaging, computer aided tomography (CT scans), magnetic resonance imaging (MRI), positron emission tomography (PET scans) and applications of lasers in diagnosis and surgery.

Prerequisite: 104/107 in addition to BISC 213 or 106/[106X]/108, Mathematics at the level of MATH 115 or higher, or by permission of the instructor.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: N/O Unit: 1.0

PHYS 250 Individual Study

Prerequisite: Open by permission to students who have taken 107.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PHYS 250H Individual Study

Prerequisite: Open by permission to students who have taken 107.
Distribution: None
Semester: Fall, Spring Unit: 0.5

PHYS 302 Quantum Mechanics

Berg

This course provides a comprehensive development of the principles of non-relativistic quantum mechanics, the fundamental theory of electrons, atoms, and molecules. Quantum mechanics governs the building blocks of all matter, and yet fundamentally challenges our physical intuition, which is based on the behavior of everyday macroscopic objects. Topics include the postulates of quantum mechanics, the Schrödinger equation, operator theory, the Heisenberg uncertainty principle, the hydrogen atom, and spin.

Prerequisite: 202, 203, and PHYS 216/[MATH 216].
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall Unit: 1.0

PHYS 305 Statistical Mechanics and Thermodynamics

Quivers

Modern statistical mechanics builds from the quantum nature of individual particles to describe the behavior of large and small systems of such particles. In this course we will derive the fundamental laws of thermodynamics using basic principles of statistics and investigate applications to such systems as ideal and real atomic and molecular gases, radiating bodies, magnetic spins, and solids. We will study Bose-Einstein and Fermi-Dirac statistics and learn about exciting new developments such as Bose-Einstein condensation and ultra cold Fermi gases. We will cover additional applications of statistical mechanics in the fields of biology, chemistry, and astrophysics.

Prerequisite: 202 and PHYS 216/[MATH 216].
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Spring Unit: 1.0

PHYS 306 Advanced Classical Mechanics

Hu

The basic laws of Newtonian mechanics are revisited in this course using advanced mathematical tools such as differential equations and linear algebra. Special attention is paid to central forces, planetary orbits, oscillations, and rigid body dynamics. In addition, Hamilton-Lagrange mechanics, an alternative to Newtonian mechanics, nonlinear dynamics, and chaos are introduced.

Prerequisite: 203 and PHYS 216/[MATH 216].
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall Unit: 1.0

PHYS 314 Electromagnetic Theory

Hu

Richard Feynman once said, "From a long view of the history of mankind—seen from, say, ten thousand years from now—there can be little doubt that the most significant event of the nineteenth century will be judged as Maxwell's discovery of the laws of electrodynamics. The American Civil War will pale into provincial insignificance in comparison with this important scientific event of the same decade." In this course we will study the classical theory of electromagnetic fields and waves as developed by Maxwell. Topics include boundary value problems, electromagnetic radiation and its interaction with matter, and the connection between electrodynamics and relativity.

Prerequisite: 108, 306, and PHYS 216/[MATH 216].
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Spring Unit: 1.0

PHYS 349 Applications of Quantum Mechanics with Laboratory
Lannert
Quantum mechanical techniques such as perturbation theory and the numerical solutions to the Schrödinger equation will be developed. Applications to problems in atomic, molecular, and condensed matter physics will be studied both theoretically and experimentally. Two lectures and one laboratory per week.

Prerequisite: 302 or CHEM 333
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Spring Unit: 1.25

PHYS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PHYS 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 0.5

PHYS 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PHYS 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

Attention Called

MATH 215 Mathematics for the Sciences I

ASTR 110wL Fundamentals of Astronomy with Laboratory

ASTR 311 Elements of Astrophysics

ASTR 315 Seminar. Topics in Astrophysics

Directions for Election

A major in physics should ordinarily include: 107, 108, 202, 203, 302, 305, 306, and 314. MATH 215 [PHYS 215] and PHYS 216/[MATH 216] are additional requirements. 219 and 349 are strongly recommended. One unit of another laboratory science is recommended.

A minor in physics (six units) should ordinarily include: 104 or 107, 108, 202, 203, 302 and one other unit at the 300 level (350 cannot be counted as the other 300-level unit). MATH 215/[PHYS 215] and PHYS 216/[MATH 216] are also required.

All students who wish to consider a major in physics or a related field are urged to complete the introductory sequence (107 and 108) as soon as possible, preferably in the first year. A strong mathematics background is necessary for advanced courses. It is suggested that students complete MATH 115 and 116 or 120 in their first year and the MATH 215-PHYS 216 sequence no later than their second year. All students majoring in physics are urged to develop proficiency in the use of one or more computer languages.

Engineering

Students interested in engineering should consult the course listings in Extradepartmental and enroll in EXTD 160, Introduction to Engineering Science. This course is intended to be a gateway experience for possible subsequent engineering studies such as the engineering certificates from the Olin College of Engineering. The Special Academic Programs section contains a description of these certificates that represent groups of engineering courses at Olin designed to complement a major at Wellesley. Students also have opportunities to take courses at M.I.T. via the Wellesley-M.I.T. exchange program.

Honors

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Teacher Certification

Students interested in obtaining certification to teach physics in the Commonwealth of Massachusetts should consult the chairs of the education and physics departments.

Exemption Examinations

If a student has a strong physics background (AP, IB physics credits or the equivalent) and wishes to be exempted from our introductory courses for the purpose of enrolling in a higher-level physics course, she must pass an exemption examination administered by the department. Sample examinations are available from the department. Students may not receive more than two units of credit for the introductory physics sequence. For example, a student who enrolls in both PHYS 107 and 108 will not also receive AP or IB credit.

Credit for Courses Taken at Other Institutions

In order to obtain Wellesley credit for any physics course taken at another institution, during the summer or the academic year, approval must be obtained from the chair of the Department prior to enrolling in the course. There is a limit of one physics course for which transfer credit may be given. In general, courses from two-year colleges will not be accepted at any level. These restrictions normally apply only to courses taken after matriculation at Wellesley. Transfer students wishing to obtain credit for physics courses taken prior to matriculation at Wellesley should consult the chair of the department.

Department of Political Science

Professor Emeritus: *Schechter*

Professor: *DeSombre, Euben (Chair), Joseph, Just, Krieger, Moon, Murphy, Paarlberg, Rich*[A]

Associate Professor: *Burke, Candland*

Assistant Professor: *Goddard*[A], *Han, Scherer*

Senior Lecturer: *Wasserspring*

Lecturer: *Candreva, Arreguin-Toft*

Visiting Lecturer: *McKissick*

Political Science studies power, political actors, processes, and consequences. We explore questions regarding the values and norms related to power and politics, e.g., justice, equality; the structure and operations of law and institutions, e.g., the U.S. Supreme Court, United Nations, women's movements, non-governmental organizations; the historical, sociological and cultural factors involved in political and economic development; comparative political systems, e.g., democracy, Communism; political trends and transformations in various regions, e.g., East Asia and Latin America; and analyses of current affairs.

Introductory Courses

POL 100 Introduction to Political Science
Paarlberg, Wasserspring, Arreguin-Toft, Candreva, McKissick
Politics is a struggle for power—and questions about power are at the heart of political science: How is power gained? How is it lost? How is it organized? How is it used? How is it abused? This course introduces students to the concerns and methods of political scientists and to the major subfields of the discipline: American politics, comparative politics, international relations, and political theory. The course is centered on several major books in the field, some describing important political events, such as the rise of the Nazi party in Germany and the collapse of apartheid in South Africa, and some illustrating how political scientists analyze and evaluate the world of politics.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

POL 108 State and Society in Contemporary China

NOT OFFERED IN 2008-09. This course will use the case of contemporary China to introduce students to the discipline and major subfields of political science. To illustrate the subfield of comparative politics, our analysis of modern China's political development and government will be placed in the context of the experiences of other developing nations and (former) communist party-states. Political theory will be a thread throughout the course as we explore ideas from Confucianism to Communism that have shaped political life in China. For international relations, we will look at China's recent rise as one of the world's great powers. As an example of American politics in action, we will study the various influences that go into the making of US China policy.

Prerequisite: Open to first-year students only.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL 199 How to Conduct Research in Political Science

Han

An introduction to the process of conducting research in political science. Students learn to produce their own insights about how politics works and why certain political outcomes emerge. The course addresses different approaches to asking and answering questions, with a particular focus on quantitative analysis. Students will design a research project, formulate and test hypotheses about politics, find ways to measure political phenomena, and assess methods of empirical analysis and interpretation. The course provides a solid foundation for conducting empirical research and is strongly recommended for students interested in independent research, a senior honors thesis, and/or graduate school.

Prerequisite: Two courses in political science. Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken or are taking MATH 101, MATH 101Z, ECON 103/SOC 190, QR 180 [QR 199], or PSYC 205.
Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Spring Unit: 1.25

American Politics and Law

POL1 200 American Politics

Burke, Han, Scherer, McKissick

The institutions, processes, and values that shape American politics. The origins and evolution of the U.S. Constitution, and the institutions it created: Congress, the executive branch, the presidency, the federal court system and federalism. Analysis of "intermediary" institutions including political parties, interest groups, elections, and the media. Study of enduring debates over values in American politics, with particular attention to conflicts over civil rights and civil liberties.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

POL1 210 Political Participation and Influence

NOT OFFERED IN 2008-09. How do citizens express their interests, concerns, and preferences in politics? Why and how do some groups achieve political influence? Why are some issues taken up and others ignored? The roles played by public opinion polls, interest groups, political parties, PACs, elections, the mass media, protests, riots, and demonstrations in articulating citizen concerns to government. Special attention to problems of money in politics, low voter participation, and inequality of race, class, and gender. Course work includes reading, discussion, and direct political participation in an interest group or election campaign.

Prerequisite: One unit in political science.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL1 212 Urban Politics

NOT OFFERED IN 2008-09. Introduction to contemporary urban politics. Study of policymaking and political leadership in the areas of public education, city bureaucracies, housing, welfare, fiscal management, and economic development. Consideration of population shifts, racial and ethnic conflicts, and the impact of federal policy on urban planning.

Prerequisite: One unit in political science, economics, or American studies.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL1 215 Courts, Law, and Politics

Burke, Scherer

Fundamentals of the American legal system, including the sources of law, the nature of legal process, the role of courts and judges, and legal reasoning and advocacy. Examination of the interaction of law and politics, and the role and limits of law as an agent for social change.

Prerequisite: 200 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

POL1 311 The Supreme Court in American Politics

Scherer

Analysis of major developments in constitutional interpretation, the conflict over judicial activism, and current problems facing the Supreme Court. Emphasis will be placed on judicial review, the powers of the president and of Congress, federal-state relations, and individual rights and liberties.

Prerequisite: 215 or one other unit in American legal studies, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL1 313 American Presidential Politics

NOT OFFERED IN 2008-09. Analysis of the central role of the president in American politics and the development and operation of the institutions of the modern presidency. The course will focus on sources of presidential power and limitations on the chief executive, with particular emphasis on relations with the other branches of government and the making of domestic and foreign policy.

Prerequisite: 200 or 210 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL1 314 Understanding How Congress Works

Han

This course examines the institution of the United States Congress, including the people who comprise it and the way it operates. Students examine the way this institution constrains and shapes the behavior of individuals and groups involved in the policymaking process. Topics include congressional elections, the structures and dynamics of legislator-constituent relations, and the influence of the public, parties, and interest groups in policymaking. The course considers whether Congress is representative and if and how it achieves democratic goals. Includes in-class simulations that offer students experience of the legislative policymaking process and the pressures of public office.

Prerequisite: 200 or 210 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL1 315 Public Policy and Analysis

McKissick

The first part of the course will examine how domestic public policy is formulated, decided, implemented, and evaluated, at both the federal and local levels. Both moral and political standards for making policy will be examined. Factors that promote or impede the development and realization of rational, effective, and responsive public policy will be reviewed. The second part of the course will be devoted to student research and presentations on selected policy topics, including public schools, public transportation, homelessness, the environment, and drug enforcement.

Prerequisite: 200 or 210 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL1 316 Mass Media in American Democracy

Just

Focus on the mass media in the American democratic process, including the effect of the news media on the information, opinions, and beliefs of the public, the electoral strategy of candidates, and the decisions of public officials. Discussion of news values, journalists' norms and behaviors, and the production of print and broadcast news. Evaluation of news sources, priorities, bias, and accessibility. Attention to coverage of national and international affairs, as well as issues of race and gender. Questions of press freedom and journalistic ethics are explored.

Prerequisite: 200 or 210 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL1 317 Health Politics and Policy

Burke

The American system of health care is distinctive. Financing is provided through voluntary employer contributions, tax subsidies, individual payments and an array of public programs, principally Medicare and Medicaid – but despite the variety of funding sources, Americans, unlike citizens of other affluent democracies, are not guaranteed health care coverage. How did the American approach to health care develop? How is it different from that of other affluent nations? What explains the differences? What are the strengths and weaknesses of the American health care system? Issues of cost containment, technological innovation, quality of care, and disparities in health outcomes are explored.

Prerequisite: 200 or 210 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL1 318 Religion and Politics in Contemporary America

NOT OFFERED IN 2008-09. This course examines the relationship between religion and politics. From the founding of the United States to President Bush's faith-based initiative, the role of religion in American political behavior has been the subject of great debate. Special attention will be paid to how religion serves as a form of political socialization, often informing political participation, voting behavior and political attitudes. Relevant policy and legal decisions will be reviewed. First Amendment topics such as the separation between church and state, religious freedom and the Establishment Clause will also be addressed.

Prerequisite: 200 or 210 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL1 319S Seminar. Campaigns and Elections

Just

Exploration of the issues in campaigns and elections: Who runs and why? Do elections matter? The impact of party decline and the rise of campaign consultants, polls, advertising, and the press. Candidate strategies and what they tell us about the political process. How voters decide. The "meaning" of elections. Attention to the rules of the game (the primaries, debates, the Electoral College), recent campaign innovations (talk shows, town meetings, infomercials), third party candidacies, and prospects for political reform. Course work includes campaign participation.

Prerequisite: 200 or 210 or by permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL1 324S Seminar. Gender and Law

Scherer

Analysis of how law in the United States is used to confer rights, create obligations and define the identities of women. The course explores the historical and modern approaches used by the Supreme Court to address gender disparity in society, including labor law, reproductive rights, family law, sexual discrimination in the workplace, and gay rights. The course also analyzes the relationship between the feminist movement, social policy-making, and the Supreme Court. The last part of the class will examine whether the gender of legal actors (litigants, lawyers, and judges) makes a difference in their reasoning or decision-making.

Prerequisite: 215 and by permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL1 330S Seminar. African Americans and the U.S. Political System

NOT OFFERED IN 2008-09. This course examines the nature of political ideology, public opinion, and political participation within the African American community. In addition to these topics, current developments in electoral politics, public policy, political representation, government responsiveness, and coalition-building will also be examined. Various theoretical approaches to the study of participation and identity—such as rational choice and political psychology—will be applied. Exploration of these behavioral and policy-related topics will provide a broader perspective on the current and future political strategies of African Americans in contemporary politics, and more broadly, the future of democracy and pluralism and the United States.

Prerequisite: 200 or 210 and by permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL1 331S Seminar. Political Organizing: People, Power and Change

Han

Fulfilling the democratic promise of equity, inclusion and accountability requires an "organized" citizenry with the power to articulate and assert its interests effectively. Organizing is about identifying, recruiting, and developing leadership; building community around leadership; and building power from community. Students will engage with social, economic, and political problems as participants in political organizing by mapping power and interests, developing leadership, building relationships, motivating participation, devising strategy, and mobilizing resources to create organizations and promote political change. Community, electoral, union, and social movement organizing will be explored.

Prerequisite: 200 or equivalent; or by permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL1 333S Seminar. Ethics and Politics

NOT OFFERED IN 2008-09. An exploration of ethical issues in politics, public policy, and the press. Critical questions include deception (is it permissible to lie?), "bedfellows" (does it matter who your friends are?), and means and ends (do some purposes justify deception, violence, or torture?) Consideration of moral justifications of policies, such as cost-benefit analysis, risk ratios, and social justice, as well as the proper role of journalists in holding public officials to an ethical standard.

Prerequisite: One 200 level unit in American politics. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL1 334 Disability in American Society: Politics, Policy, and Law

NOT OFFERED IN 2008-09. The preamble of the Americans with Disabilities Act declares that 43 million Americans are disabled, but some believe the number is a ridiculous overestimate while others consider it a vast understatement. What exactly is "disability"? How is this concept used in American public policy and law? What is life like for Americans with disabilities? This course examines the politics of disability in the United States, paying particular attention to the perspectives of people with disabilities and to the history of the disability rights movement.

Prerequisite: One course at the 200-level in American studies, economics, education, history, philosophy, political science, psychology or sociology.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL1 335S Seminar. The First Amendment

Burke

A study of some of the classic legal cases and continuing controversies that have arisen out of the First Amendment to the U.S. Constitution. Examination of contemporary First Amendment issues such as flag-burning, hate speech, pornography, libel, invasion of privacy, school prayer, creationism, and government aid to religious institutions. Comparisons with the legal doctrines of other nations regarding freedom of speech and religion.

Prerequisite: 215, 311, or another unit in American legal studies and permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL1 337S Seminar. The Politics of Minority Groups in the United States

NOT OFFERED IN 2008-09. An examination of office-holding, voting patterns, coalition formation, and political activities among various racial, ethnic, and religious minority groups in the United States, including Black Americans, Mexican Americans, Native Americans, Puerto Ricans, Jews, Arabs, Asians, Central and South Americans.

Prerequisite: Open to juniors and seniors by permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL1 339S/EDUC 339 Seminar. The Politics of Urban Public Schools

NOT OFFERED IN 2008-09. This seminar examines recurrent issues in public school management and governance. Critical questions include the changing demographics of inner city schools, the evolving role of school boards, big city mayors, urban superintendents, teachers unions, and school finance. We will discuss alternatives to public schools (parochial, private, and charter schools), high-stakes testing, and district-state relations. The seminar will also analyze the increasing intervention of state and federal governments in local school administration and the role of the courts in curriculum controversies, student life, and security. *Students may register for either POL1 339S or EDUC 339 and credit will be granted accordingly.*

Prerequisite: One 200-level Education course or one 200-level American politics course.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL1 356 Seminar. The Politics of American Citizenship

NOT OFFERED IN 2008-09. Citizenship is an organizing concept in politics. Citizenship is about boundaries, and, as anthropologist Mary Douglas noted, "all borders are dangerous." This course considers what is so dangerous about citizenship by examining citizenship controversies in the United States. We will look at such issues as birthright citizenship, dual nationality, and the public policy of naturalization. We will examine how race, sex, and age affect access to citizenship. We will think about the rights and obligations of citizens and noncitizens. Readings include contemporary legal and historical sources. The course also will explore how citizenship in the United States, a classic immigrant country, is the same but different from citizenship in other ethnic and civic based states. Students will attend a naturalization ceremony and meet with civil servants involved with naturalization. The class involves formal and informal debate and writing in different styles in political science.

Prerequisite: Open to juniors and seniors by permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL1 381/ES 381 United States Environmental Politics

Turner (Environmental Studies)

This course examines the politics of environmental issues in the United States. The course has two primary goals: First, to introduce students to the institutions, stakeholders, and political processes important to debates over environmental policy at the federal level. Second, to develop and practice skills of analyzing and making decisions relevant to environmental politics and policy. Drawing on the literature of environmental politics and policy, this course will consider how environmental issues are framed in political discourse, various approaches to environmental advocacy and reform, and the contested role of science in environmental politics. The course will be organized around environmental case studies, including endangered species conservation, public lands management, air and water pollution, and toxics regulation. *Students may register for either POL1 381 or ES 381 and credit will be granted accordingly.*

Prerequisites: ES 101 or ES 102, POL1 200, or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

Comparative Politics

POL2 202 Comparative Politics

Krieger, Wasserspring

A comparative study of contemporary politics and political systems and the exploration of various approaches to comparative political analysis. Emphasis on the interactive effects of global forces and domestic politics. Issues to be discussed include authoritarianism, revolutions, nationalism, social movements, and political culture. Country studies will be used to illuminate themes such as the role of the state in governing the economy, the challenges of democracy, and the politics of collective identities (attachments such as religion, ethnicity, race, gender, and nationality). Guest lectures and active participation by the entire comparative politics faculty. This course is strongly recommended for political science majors for all further work in comparative politics.

Prerequisite: None
Distribution: Social and Behavioral Science
Semester: Fall, Spring Unit: 1.0

POL2 203/AFR 236 African Politics

NOT OFFERED IN 2008-09. An investigation of politics across Sub-Saharan Africa since the defeat of Portuguese colonialism in the mid-1970s. The economic stagnation of the 1980s, the impact of structural adjustment programs, the end of the Cold War, the genocide in Rwanda and the resulting wars will be discussed along with the liberation of Southern Africa and the recent wave of democratization. Emphasis on developing the method of empathetic understanding to become knowledgeable about the opportunities and constraints faced by African citizens and governments. *Students may register for either POL2 203 or AFR 236 and credit will be granted accordingly.*

Prerequisite: One unit in political science, economics, history, or Africana Studies. Open to juniors and seniors without prerequisite.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL2 204 Political Economy of Development and Underdevelopment

Joseph

Overview of development studies with attention to major schools of political economy, their intellectual origins and centrality to contemporary debates about economic development. Topics include colonialism, nationalism, and independence; post-colonial economic development models, policies, and strategies; perspectives on gender and development; changing conceptions and measures of poverty, development, and underdevelopment; contemporary debates in development studies.

Prerequisite: One unit in political science. Open to juniors and seniors without prerequisite. By permission of instructor to other qualified students.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL2 205 The Politics of Europe and the European Union

Krieger

A comparative study of contemporary West European states and societies. Primary emphasis on politics in Germany, Britain, and France, and the political challenges posed by the European Union and pressure for regional integration. The course will focus on topics such as the rise and decline of the welfare state and class-based politics; the implications of the end of the Cold War and German reunification; tension between national sovereignty and supranational policy goals; immigration and the resurgence of xenophobic movements and the extreme right.

Prerequisite: One unit in political science or European history; open to juniors and seniors without prerequisite.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL2 206 Politics and Foreign Policy of Russia

NOT OFFERED IN 2008-09. An introduction to the political history, political system, and international politics of the Russian Federation. The course will introduce the creation, development, and dissolution of the Soviet Union, but will focus most closely on post-Soviet Russia. Particular attention will be paid to the legacies of the communist regime in shaping the inter-and intra-state politics of the Russian Federation; as well as processes of political, economic, and military reform.

Prerequisite: Open to sophomores, juniors, and seniors without prerequisite.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL2 207 Politics of Latin America

Wasserspring

The course will explore Latin American political systems, focusing on the challenge and limits of change in Latin America today. An examination of the broad historical, economic, and cultural forces that have molded Latin American nations. Evaluation of the complex post-revolutionary political experiences of Mexico and Cuba: analysis of the contemporary forces molding politics in Argentina and Venezuela. Contrasting case studies from Mexico, Cuba, Argentina, Venezuela and Nicaragua.

Prerequisite: One unit in political science; permission of instructor to other qualified students.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL2 208 Politics of China

Joseph

An introduction to the modern political history and contemporary political system of China. Topics include the origins and victory of the Chinese Communist revolution, the rule and legacy of Chairman Mao Zedong, economic reform and political repression in the era of Deng Xiaoping, and recent developments in Chinese politics. Politics in Tibet, Hong Kong, and Taiwan will also be considered.

Prerequisite: One unit in political science, economics, history, or Asian Studies recommended, but not required.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL2 209 Politics of Japan and Korea

NOT OFFERED IN 2008-09. The first half of the course will focus on Japan and consider the core political institutions of the postwar era and the politics of rapid industrialization. Issues to be discussed include: the shift from one-party dominance to coalition government, the new electoral system, and the effects of economic stagnation. The second half of the course looks at Korean politics (South and North) and inter-Korean relations and considers the effects of Japanese colonialism and the Korean War. For South Korea, we will look at authoritarianism, democratization, economic development, nationalism, regionalism, and minority rights; for North Korea, the leadership and its ideology, economic conditions, and nuclear diplomacy.

Prerequisite: One unit in political science, economics, history, or Asian studies. Open to juniors and seniors without prerequisite.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL2 211 Politics of South Asia

Candland

An introduction to the politics of South Asia (India, Pakistan, Bangladesh, Sri Lanka, Afghanistan, Nepal, Bhutan and the Maldives) from historical and contemporary comparative perspectives. Examines the relationship of political institutions to patterns of development. Comparative themes include colonial experiences and nationalist ideologies; politicization of religions and rise of religious conflict; government and political processes; recent economic reforms; initiative for conflict transformation; women's empowerment; obstacles to and prospects for human development.

Prerequisite: One unit in political science; open to juniors and seniors without prerequisite.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL2 214/ES 214 Social Causes and Consequences of Environmental Problems

DeSombre

This course focuses on the social science explanations for why environmental problems are created, the impacts they have, the difficulties of addressing them, and the regulatory and other actions that succeed in mitigating them. Topics include: externalities and the politics of unpriced costs and benefits, collective action problems and interest group theory, time horizons in decisionmaking, the politics of science, risk and uncertainty, comparative political structures, and cooperation theory. Also addressed are different strategies for changing environmental behavior, including command and control measures, taxes, fees, and other market instruments, and voluntary approaches. These will all be examined across multiple countries and levels of governance. *Students may register for either POL2 214 or ES 214 and credit will be granted accordingly.*

Prerequisite: ES 101 or 102, or one course in political science, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL2 302 Globalization and the Nation-State

NOT OFFERED IN 2008-09. An assessment of globalization and the challenges it poses for the exercise of state power before and after September 11, 2001. Topics to be considered include: economic competitiveness, alternative geopolitical strategies, and international terrorism. The course will consider alternative interpretations of globalization and weigh the explanatory value of a set of theses that are intended to explain the interactive effects of globalization and state power in an era of unrivaled American hegemony. Case studies will look in depth at the United States, European Union Europe, and East Asia.

Prerequisite: One 200 level unit in comparative politics or international relations or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL2 304 State and Society in East Asia

Moon

An examination of the relationships between governments and social forces in Northeast and Southeast Asia. Countries to be considered include Japan, Koreas, and the Philippines, with references to other East Asian societies. The course takes a thematic approach to analyzing the political development and changing international roles of these countries in the second half of the twentieth century. Among the issues to be considered are: authoritarianism, military rule, democratization, social movements, gender politics, nationalism, and relations with the West.

Prerequisite: One 200 level unit in comparative politics or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL2 305S Seminar. The Military in Politics

NOT OFFERED IN 2008-09. Focus on relations between the military and politics. Emphasis on the varieties of military involvement in politics, the causes of direct military intervention in political systems, and the consequences of military influence over political decisions. Themes include the evolution of the professional soldier, military influence in contemporary industrial society, and the prevalence of military regimes in Third World nations. Case studies include the United States, Brazil, Peru, Nigeria, Ghana, and Egypt.

Prerequisite: Open to juniors and seniors by permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL2 307S Seminar. Women and Development

NOT OFFERED IN 2008-09. A comparative analysis of the impact of change on gender in the Third World. The status of women in traditional societies, the impact of "development" upon peasant women, female urban migration experiences, and the impact of the urban environment on women's lives in the Third World are themes to be considered. Special emphasis will be placed on the role of the state in altering or reinforcing gender stereotypes. Comparing cultural conceptions of gender and the factors which enhance or hinder the transformation of these views will also be emphasized. Examples will be drawn from all regions of the Third World.

Prerequisite: Open to juniors or seniors who have taken at least one 200 level course in comparative politics; or permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL2 308S Seminar. Advanced Topics in Chinese Politics

Joseph

This seminar will explore in depth a topic of central importance in the analysis of politics in contemporary China. The focus of the seminar for each year will be announced prior to pre-registration. Among the topics that may be considered are: the political and social impact of economic change in China; revolution and reform in the Chinese countryside; ideology and political development in modern China; democracy and human rights in China; the political economy of "Greater China."

Prerequisite: 208, HIST 278, or permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL2 309S Seminar. Ethnicity, Nationalism, Religion, and Violence

NOT OFFERED IN 2008-09. Investigates the causes of modern conflicts over religious, national, and ethnic identity. Introduces methods for studying nationalism, ethnic groups in conflict, and religious violence. Considers the construction of ethnicity and nation, the political uses of ethnicity, nationalism, and religion; the relationship between gender, class, ethnicity, and nationalism; various sources of inter-ethnic, international, and inter-religious conflict; and the psychology of group violence and warfare. *This course may count as either a comparative politics or an international relations unit for the political science major, depending upon the student's choice of research paper topic.*

Prerequisite: Permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL2 310S Seminar. Politics of Community Development

Candland

Focuses on strategies for poverty alleviation, employment generation, promotion of social opportunity, and empowerment. Emphasis is on development in Asia (especially South and Southeast Asia), Africa, and Latin America. Considers women's leadership in social change, local control of resources, faith-based activism, and collaboration between activists and researchers. Examines activities of non-governmental organizations (NGOs) and their relations with funders, governments, and other NGOs. Specific NGOs and development programs will be closely examined.

Prerequisite: 204 and permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL2 312S Seminar. Environmental Policy

DeSombre

Focuses both on how to make and how to study environmental policy. Examines issues essential in understanding how environmental policy works and explores these topics in depth through case studies of current environmental policy issues. Students will also undertake an original research project and work in groups on influencing or creating local environmental policy.

Prerequisite: One 200 level unit in political science and permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL2 353S Seminar. The Politics of Contemporary Cuba

Wasserspring

An analysis and assessment of the politics of the Cuban Revolution. Examination of the pre-Revolutionary Cuban society, significant transformatory phases of Cuban policy, the impact of United States and Soviet foreign policy objectives on Cuba, and the contemporary dilemma of maintaining socialist institutions in the post-cold war era. Special emphasis on political culture and its transformation, the role of political leadership, and the international constraints upon domestic policy formulation. Topics include the government's impact on education, health care and women's lives, the effects of the reintroduction of tourism as a developmental strategy, and the influence of Cuban-American politics in Miami. In addition to social science sources, we will use Cuban film, art, and literature as vehicles of understanding this complex political experience.

Prerequisite: Any 200 level unit in comparative politics or permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL2 383 Politics of Migration

Moon

A comparative study of the politics of mass population movements across state borders, including forced relocation under colonialism, refugees of war, food migration, labor migration, and different forms of legal and illegal immigration, including the international trafficking of persons. Analyzes migration and immigration policies in sending and receiving countries, U.N. conventions on the movement of persons, and social movements against and on behalf of migrant peoples. Country cases to be examined include Algeria and France, Brazil and Japan, Canada and Hong Kong, China and North Korea, Germany and Turkey, and the Philippines and the United States.

Prerequisite: One 200 level course in comparative politics or international relations or permission of instructor. Not open to students who have taken [POL2 383S.] Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

International Relations

POL3 221 World Politics

Moon, Murphy, Arreguin-Toft

An introduction to the international system with emphasis on contemporary theory and practice. Analysis of the bases of power and influence, the sources of tension and conflict, and the modes of accommodation and conflict resolution. This course serves as an introduction to the international relations subfield in the political science department, and also as a means of fulfilling the political science core requirement of the international relations major.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

POL3 223 International Relations of South Asia

Candland

Investigates the international influences on the economic, diplomatic, and military policies and relations of South Asian states. Examines Indian and Pakistani claims and conflicts over Kashmir; the Indian and United States roles in the creation of Bangladesh; international dimensions of the conflict in Nepal; international dimensions of the conflict in Sri Lanka; river water use disputes and settlements between India and Pakistan and between India and Bangladesh; nuclear proliferation in South Asia and its international dimensions; India's and Pakistan's relations with the China and the United States; and contemporary Indian and Pakistani peace initiatives.

Prerequisite: 211 or 221 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL3 224 International Security

Arreguin-Toft

An examination of warfare as a central problem of international politics. The shifting causes and escalating consequences of warfare since the Industrial Revolution. The post cold war danger of a clash of civilizations versus prospects for a "democratic peace." The multiple causes and consequences of modern internal warfare, and prospects for international peacekeeping. The spread of nuclear weapons, the negotiation of arms control agreements, the revolution in military affairs (RMA), and the threat of terrorism and asymmetric war.

Prerequisite: One unit in political science or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL3 226 International Relations in East Asia

NOT OFFERED IN 2008-09. This course examines political and economic relations in East Asia, with the aim of understanding the determinants of conflict and cooperation in the region and providing a framework for analyzing the foreign policies of East Asian states. Among the questions considered: Is the East Asian economic miracle indeed a miracle? Is the rise of China dangerous to its neighbors? Can Japan be a leader in the region? What is South Korea's choice between security and reunification? Whether North Korea survives or implodes, what would be the consequences for East Asia? How do states respond to growing economic interdependence and to security multilateralism in the region?

Prerequisite: One unit in international relations or comparative politics or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL3 227 The Vietnam War

Joseph

An examination of the origins, development, and consequences of the Vietnam War. Topics to be considered include: the impact of French colonialism on traditional Vietnamese society; the role of World War II in shaping nationalism and communism in Vietnam; the motives, stages, and strategies of American intervention in Vietnam; leadership, organization, and tactics of the Vietnamese revolutionary movement; the expansion of the conflict to Cambodia and Laos; the antiwar movement in the United States; lessons and legacies of the Vietnam War; and political and economic development in Vietnam since the end of the war in 1975.

Prerequisite: One unit in social sciences or permission of instructor. Not open to students who have taken [POL3 306].
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL3 228 The Arab-Israeli Conflict

NOT OFFERED IN 2008-09. This course examines the political dimensions of the Arab-Israeli conflict and analyzes the interests and objectives of all the major parties, including Israeli society, Palestinian communities, and other regional and superpower actors. The course also covers the emergence of the Zionist movement, the development of Palestinian nationalism, the determinants of U.S. foreign policy towards this conflict, and efforts at conflict resolution. *This course may count as either a comparative politics or an international relations unit for the political science major, depending upon the student's choice of paper topics.*

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL3 321 The United States in World Politics

Paarlberg

An examination of American foreign policy, understood as the current and recent behavior of the United States Government abroad. The pre-eminence of American military power in the post cold war era makes understanding United States policy essential to the larger study of international relations. Emphasis will be placed on different theoretical approaches to explaining United States behavior, including approaches based on structures of the international system versus explanations that are particular to American geography, history, culture, or institutions.

Prerequisite: One unit in international relations. Not open to students who have taken [POL3 321S].
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL3 322 Seminar. Gender in World Politics

Arreguin-Toft

The course will examine gender constructions in world politics, with a focus on the biological and social determinants of aggression, violence, and war. Some topics include gender biases in international relations theories, women in combat; male and female roles in the conduct of war, gender and attitudes toward war; women's relationship to the state; gays in the military; rape and the military; feminist analysis of war and peace.

Prerequisite: 221 and permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL3 323 International Economic Policy

Paarlberg

A review of the politics of international economic relations, including trade, money, and multinational investment within the industrial world and also among rich and poor countries. Political explanations for the differing economic performance of states in Asia, Africa, and Latin America. Consideration of the respective roles of intergovernmental organizations, nongovernmental organizations, and multinational corporations. Discussion of global governance issues including food, population, migration, energy, and environment.

Prerequisite: One unit in international relations or comparative politics.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL3 325 International Environmental Law

DeSombre

Examines the basic legal instruments and their historical development in addressing international environmental issues. Under what conditions have states been able to cooperate to improve the global environment? Negotiation of, compliance with, and effectiveness of international environmental law, and specific environmental issue areas in which international environmental law operates will be addressed.

Prerequisite: One unit in international relations or legal studies, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL3 326S Seminar. Small Wars in Theory and Practice

NOT OFFERED IN 2008-09. This course introduces advanced students to an important and understudied category of conflict: small wars. This survey of important small wars from the nineteenth and twentieth centuries traces their impact on both grand-strategic planning and international relations theory; and is grounded in major themes ranging from the Hobson-Lenin thesis of imperialism to Kenneth Waltz's neorealism. The interplay of theory and cases will highlight the strengths and weaknesses of contemporary approaches to this old yet ever-present category of conflict. Case studies include the South African War (1899-1902), Italy's invasion of Ethiopia (1935-36), U.S. military intervention in Vietnam (1965-1973), Operation Allied Force in Kosovo (1999), the Russian Federation's twin campaigns in Chechnya (1994 and 1999), and the Second Gulf War in Iraq (2003-present).

Prerequisite: 221. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL3 327 International Organization

NOT OFFERED IN 2008-09. The politics of global governance. Emphasis on the United Nations, plus examination of specialized agencies, multilateral conferences, and regional or functional economic and security organizations. The theory and practice of integration beyond the nation-state, as well as the creation and destruction of international regimes.

Prerequisite: One unit in international relations or comparative politics.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL3 328S Seminar. Selected Topics in World Politics: Anti-Americanism as Politics and Performance

Moon

Seminar exploring the causes, characteristics, and political implications of the recent resurgence of "anti-Americanism" in international politics. Political actors engaged in anti-American activities and activism include civic organizations, intellectual and cultural elites, politicians, media, terrorists, peace activists, and others in democratic and authoritarian countries alike. Differing political motivations and public expressions, as well as national and regional variations of anti-Americanism will be examined. The seminar will engage a range of sources, such as survey data, religious rhetoric, nationalist platforms, protest literature, official policy statements, court cases, and pop music. Country cases include but are not limited to France, Germany, Iraq, Iran, Mexico, South Korea, Philippines, United Kingdom, and the United States.

Prerequisite: One 200 level course or higher in both international relations and comparative politics. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL3 329 International Law

Hotchkiss (at Babson)

An exploration of the meaning of the "rule of law" in a global context. The course focuses on three themes. First, the classic form of international law, including the concepts of statehood and sovereignty, the relationship of nations to each other, and the growth of international organizations. Second, the role and responsibility of individuals in international law, especially in the area of human rights. Third, the developing international law of the earth's common areas, specifically the oceans, space, and the environment.

Prerequisite: One unit in international relations or legal studies, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL3 332S Seminar. People, Agriculture, and the Environment

Paarlberg

An examination of linkages between agricultural production, population growth, and environmental degradation, especially in the countries of the developing world. Political explanations will be sought for deforestation, desertification, habitat destruction, species loss, water pollution, flooding, salinization, chemical poisoning, and soil erosion—all of which are products of agriculture. These political explanations will include past and present interactions with rich countries, as well as factors currently internal to poor countries. Attention will be paid to the local, national, and international options currently available to remedy the destruction of rural environments in the developing world. *This course may qualify as either a comparative politics or an international relations unit for the political science major, depending upon the student's choice of research paper topic.*

Prerequisite: 204 or 323. Not open to students who have taken [POL3 332]. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL3 348S Seminar. Problems in North-South Relations

NOT OFFERED IN 2008-09. An exploration of historical and contemporary relations between advanced industrial countries and less developed countries, with emphasis on imperialism, decolonization, interdependence, and superpower competition as key variables. Consideration of systemic, regional, and domestic political perspectives. Stress on the uses of trade, aid, investment, and military intervention as foreign policy instruments. *This course may qualify as either a comparative politics or an international relations unit for the political science major, depending upon the student's choice of research paper topic.*

Prerequisite: One unit in international relations or permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL3 351S Global Governance

Murphy

Explores the challenge of global institutions in the new century within a larger historical context. Considers the function and role of the League of Nations, the International Labor Organization, the United Nations, the Bretton Woods institutions, the GATT and the World Trade Organization. Special emphasis on comparing and contrasting international organizations in the three main periods of institution building: post-World War I, post-World War II, and post-cold war. Discusses radical, liberal internationalist and realist approaches.

Prerequisite: One unit in international relations. Not open to students who have taken [POL3 351]. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL3 379 Weapons, Strategy, and War

NOT OFFERED IN 2008-09. This course examines the interrelationships among military technology, strategy, politics, and war. How have these forces shaped warfare from the introduction of gunpowder to the present? How, in turn, have developments in warfare influenced societies and politics? The course emphasizes select cases from World Wars I and II and the development of nuclear weapons strategy. How, for example, did the development of chemical weapons affect the battlefield? What ethical choices, if any, guided the strategic bombing of civilians in World War II? How did nuclear weapons change ideas about fighting war? The class concludes with an examination of the "war on terror" and its implications for strategy and politics.

Prerequisite: 221; recommended: 224
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL3 384S Seminar. Power, Conflict, and Diplomacy

NOT OFFERED IN 2008-09. International politics is mostly talk. Diplomats cooperate, coerce, and deter, all under the shadow of power and war. This course examines the role of diplomacy and negotiations in international politics. We explore whether actors behave rationally in crisis situations, such as in the Cuban Missile and Berlin Crises. The course analyzes the role of rhetoric and identity in negotiations. How is it that actors might use rhetoric to persuade or coerce at the bargaining table? In examining cases, the course will use primary materials, such as transcripts of the Cuban Missile Crisis, in addition to interpretive texts, to examine negotiations over issues of alliance politics, conflict resolution, and crises on the brink of war.

Prerequisite: One unit in international relations. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

Political Theory

POL4 201 Issues in Political Theory

Candreva

An introduction to the study of political theory, and specifically to the problems of political action. Exploration of questions about civil disobedience, legitimate authority, ethics and politics, and the challenge of creating a just order in a world characterized by multiple beliefs and identities. Discussion of the social contract, democracy, liberalism, decolonization, violence and revolution, universalism and cultural relativism, and differences of race, class, and gender. Authors include Plato, Machiavelli, Rousseau, Locke, Martin Luther King, Jr., Malcolm X, Fanon, and Gandhi.

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall, Spring Unit: 1.0

POL4 240 Classical and Medieval Political Theory

Euben

Study of selected Classical, Medieval, and early modern writers. Authors may include Sophocles, Thucydides, Plato, Aristotle, Cicero, Epictetus, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther, and Calvin. Emphasis on the logic of each theorist's argument, questions regarding the nature of human sociability, possible--and best–forms of government, extent and limits of human agency, the purpose of politics, the nature of political wisdom, and why government should be obeyed, as well as limits to that obedience. Exploration of diverse understandings of the concepts of justice, freedom, and equality. Attention is paid to the historical context within which a political theory is written.

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

POL4 241 Modern Political Theory

Candreva

Study of the development of Western political theory from the seventeenth to nineteenth centuries. Among the theorists read are Hobbes, Locke, Hume, Rousseau, Burke, Wollstonecraft, Mill, Hegel, and Marx. Emphasis on the logic of each theorist's argument, including such questions as the nature of human sociability, possible – and best – forms of government, and the question why we should obey government and the limits to that obedience. Exploration of diverse understandings of the concepts of justice, freedom, and equality. Attention is paid to the historical context within which a political theory is written.

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

POL4 242 Contemporary Political Theory

NOT OFFERED IN 2008-09. Study of several twentieth-century traditions that raise fundamental questions about the human condition, processes of historical and personal transformation, and our capacity to understand them. Exploration of contemporary political and social theories, including existentialism, contemporary variants of Marxism, postmodern theory, alternative theories of power, and the ethics of war.

Prerequisite: One unit in political theory, social theory, or political philosophy, or permission of instructor.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

POL4 248 Power and Politics

NOT OFFERED IN 2008-09. An examination of the nature and functioning of power in politics, with an emphasis on the following questions: What is the nature of power and how has it been exercised in political life, both past and present? Who has power and who should have it? Is power primarily wielded by political leaders and bureaucrats, or has the development of new technologies decentralized power? Do the powerless understand and exercise power differently from those who traditionally hold it? Are power and violence inextricably intertwined or are they opposites? Authors include Thucydides, bell hooks, Hannah Arendt, Marx, Nietzsche, Foucault, Dahl, Michnik, and Vaclav Havel.

Prerequisite: One unit in political science, philosophy, or history, or permission of instructor.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

POL4 340 American Political Thought

NOT OFFERED IN 2008-09. Examination of American political writing, with emphasis given to the Constitutional period, progressive era, and contemporary sources. Questions raised include: origins of American institutions, including the rationale for federalism and separation of powers, the roles of president and Congress, judicial review; American interpretations of democracy, equality, freedom and justice; legitimate powers of central and local governments. Attention paid to historical context and to importance for modern political analysis.

Prerequisite: One 200 level unit in political theory, American politics, or American history, or permission of instructor.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

POL4 342S Seminar. Marxist Political Theory

Krieger

Study of the fundamental concepts of Marxist theory, including alienation, the materialist conception of history, class formation, and class struggle. Particular attention will be paid to Marx's theory of politics. The applicability of Marxist theory to contemporary political developments will be assessed. Study of contemporary Marxist theory will emphasize issues of class, race, and gender.

Prerequisite: Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL4 343S Seminar. Democracy and Difference

NOT OFFERED IN 2008-09. An examination of liberal democracy and contemporary theoretical challenges introduced by diversity and difference. Does liberal democracy, with its emphasis on individual rights, separation of powers, representative assemblies, and the principle of a limited state, remain a durable model? How does the consideration of cultural diversity and difference, understood by reference to gender, race, ethnicity, language, religion, nationality, and sexual orientation, affect our understanding of citizenship, equality, representation, recognition, and community? Study of communitarian thought, multiculturalism, and feminist critiques of democracy.

Prerequisite: One 200 level unit in political theory, or permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

POL4 344S Seminar. Feminist Political Theory

Euben

An examination of feminist theory, beginning with early liberal and socialist feminisms and continuing on to radical, post-structuralist and postcolonialist feminist theories. Particular attention to the complexity of theorizing about "what women are and need" in the context of a multicultural society and a postcolonial world. Consideration of feminist perspectives on law and rights, body image/eating disorders, pornography, racial and sexual differences, non-Western cultural practices such as veiling, and methodology. Authors include J.S. Mill, Alexandra Kollontai, Audre Lorde, Chandra Mohanty, bell hooks, Catharine MacKinnon, Susan Okin, Wendy Brown, Joan Scott and Judith Butler.

Prerequisite: One 200 level unit in political theory, philosophy, or women's studies; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

POL4 346 Comparative Political Thought: Modern Western and Islamic Theories of Politics

NOT OFFERED IN 2008-09. An examination of Western and Islamic theories about the nature and dilemmas of modern politics with a special emphasis on the following questions: does modern politics require secularization or a return to the "fundamentals" of tradition, religion, and community? Which fundamentals and by whose authority? What is the relationship, if any, among democracy, Islam and the West? How are and should these terms be defined? Is there such a thing as a distinctive Western or Islamic perspective in a world stamped by colonialism, imperialism, and globalization? Authors include Machiavelli, Ibn Khaldun, Al-Afghani, Kant, Condorcet, Riffat Hassan, and Sayyid Qutb.

Prerequisite: One 200 level unit in political theory or philosophy or permission of instructor.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

POL4 347S Seminar. Politics, Literature, and the Concept of Empire

NOT OFFERED IN 2008-09. What does it mean to be an "empire"? In this seminar, we will explore this question through specific historical examples (including Greece, Rome, Britain and France), using a variety of literary and philosophical texts (Herodotus, Virgil, Machiavelli, Conrad, Kipling, Fanon, Said). Particular attention will be given to questions about freedom, power, rights and obligations. In conclusion, we will examine contemporary sources to assess whether or not the term "empire" may be applied to the United States today.

Prerequisite: Permission of instructor. Interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

Research or Individual Study

Individual or group research of an exploratory or specialized nature. Students interested in independent research should request the assistance of a faculty sponsor and plan the project, readings, conferences, and method of examination with the faculty sponsor. These courses are offered at the 250 (intermediate) and 350 (advanced) levels and for one or 0.5 unit of credit.

POLS 250 Research or Individual Study

Prerequisite: Open to all students by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

POLS 250H Research or Individual Study

Prerequisite: Open to all students by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

POLS 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

POLS 350H Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

Senior Thesis

POLS 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

POLS 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

For Credit Towards the Major

AFR 318 Seminar. African Women, Social Transformation, and Empowerment

Directions for Election

POL 100 is recommended for all further work in political science.

A major in political science consists of at least nine units. Courses at the 100-level may be counted toward the major, but not toward a subfield distribution requirement (see below).

The Department of Political Science divides its courses beyond the introductory level into four subfields: American politics and law (POL1), comparative politics (POL2), international relations (POL3), and political theory (POL4). In order to ensure that political science majors familiarize themselves with the substantive concerns and methodologies employed throughout the discipline, all majors must take one 200-level or 300-level unit in each of the four subfields offered by the department. Recommended first courses in the four subfields are: in American politics and law: POL1 200; in comparative politics: POL2 202; in international relations: POL3 221; in political theory: POL4 201, 240, 241.

In addition to the subfield distribution requirement, all majors must do advanced work (300 level) in at least two of the four subfields; a minimum of one of these units must be a seminar, which normally requires a major research paper. (Courses fulfilling the seminar requirement are denoted by an "S" after the course number.) Admission to department seminars is by permission of the instructor only. Interested students must fill out a seminar application, which is available in the political science office and on the department web site prior to preregistration for each term. Majors should begin applying for seminars during their junior year in order to be certain of fulfilling this requirement. Majors are encouraged to take more than the minimum number of required 300-level courses.

Transfer Credits: Ordinarily, a minimum of five units for the major must be taken at Wellesley, as must the courses that are used to fulfill at least two of the four subfield distributions and the seminar requirement. The department does not grant transfer credit at the 300 level for either the major or for College distribution or degree requirements.

Although Wellesley College does not grant academic credit for participation in internship programs, students who take part in the Washington Summer Internship Program may arrange with a faculty member to undertake a unit of 350, Research or Individual Study, related to the internship experience.

AP Credit: Students may receive units of College credit if they achieve a grade of 5 on the American Government and Politics or the Comparative Politics Advanced Placement Examinations. Such AP credits do not count toward the minimum number of units required for the political science major nor for the American or comparative subfield distribution requirements for the major. If a student does receive a unit of College credit for the American politics exam, she may not take POL1 200 (American Politics). Students who are uncertain whether to receive a College AP credit in American politics or to take POL1 200 should consult with a member of the department who specializes in American politics/law or comparative politics.

Honors: The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions. Majors who are interested in writing a senior honors thesis are urged to discuss their ideas and plans with either their advisor or the department chair as early as possible in their junior year.

Graduate Work: Students considering going to graduate school for a Ph.D. in political science should talk with their advisors about appropriate preparation in quantitative methods and foreign languages.

Department of Psychology

Professor: *Zimmerman, Schiavo, Cheek, Akert, Hennessey, Lucas, Norem (Chair), Wink*

Associate Professor: *Genero, Keane, Gleason*[A]

Assistant Professor: *Theran*[A], *Pyers, Wilmer*

Senior Lecturer: *Brachfeld-Child, Carli*

Visiting Lecturer: *Mitchell*

Psychology is the scientific study of behavior and mental processes, including cognition, emotion, and motivation. The Wellesley Psychology Department is empirically oriented, and places a strong emphasis on using scientific methods to investigate aspects of human nature such as how the mind works, how culture and environment interact with individuals over the course of their development, and how we understand ourselves, others, and social interaction.

PSYC 101 Introduction to Psychology

Staff

An introduction to some of the major subfields of psychology, such as developmental, personality, abnormal, clinical, physiological, cognitive, cultural, and social psychology. Students will explore various theoretical perspectives and research methods used by psychologists to study the origins and variations in human behavior.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

PSYC 205 Statistics

Hennessey, Genero

The application of statistical techniques to the analysis of psychological experimental and survey data. Major emphasis on the understanding of statistics found in published research and as preparation for the student's own research in more advanced courses. *Three periods of combined lecture-laboratory.*

Prerequisite: For students entering the College in fall 2004 or later: 101, NEUR 100, AP score of 5 or permission of instructor. For students entering the College prior to fall 2004: no prerequisite. Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken or are taking ECON 103/SOC 190, MATH 101, MATH 101Z, POL 199, QR 180, or [QR 199], except for psychology and neuroscience majors, with permission of the instructor.
Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement. Does not satisfy the laboratory requirement.
Semester: Fall, Spring Unit: 1.0

PSYC 207 Developmental Psychology

Pyers, Staff

Behavior and psychological development in infancy and childhood. An examination of theory and research pertaining to personality, social, and cognitive development. Lecture, discussion, demonstration, and observation of children. *Observations at the Child Study Center required.*

Prerequisite: 101, AP score of 5 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

PSYC 208 Adolescence

Brachfeld-Child

Survey of contemporary theories and research in the psychology of adolescents. Topics will include the physical, cognitive, social, and personality development of adolescents.

Prerequisite: 101, AP score of 5 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 210 Social Psychology

Akert, Carli

The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction.

Prerequisite: 101, AP score of 5 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

PSYC 211 Group Psychology

NOT OFFERED IN 2008-09. Study of everyday interaction of individuals in groups. Introduction to theory and research on the psychological processes related to group structure and formation, leadership, communication patterns, etc.

Prerequisite: 101, AP score of 5 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 212 Personality

Cheek

A comparison of major ways of conceiving and studying personality, including the work of Freud, Jung, behaviorists, humanists, and social learning theorists. Introduction to major debates and research findings in contemporary personality psychology.

Prerequisite: 101, AP score of 5 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

PSYC 214 Evolutionary Psychology

Lucas

Evolutionary Psychology is the scientific study of human nature as shaped by natural selection. It is grounded in evolutionary biology and the psychological sciences with connections to disciplines ranging from neuroscience to anthropology and economics. Topics covered will include adaptive solutions to major life challenges including survival, mating, family relations, and group living (e.g. cooperation, aggression, and status).

Prerequisite: 101 or NEUR 100, AP score of 5 or permission of instructor.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 215 Memory

Keane

Introduction to the study of human memory. Examines processes underlying encoding, storage, and retrieval of information. Will review theoretical models focusing on distinctions between different forms of memory including short-term and long-term memory, implicit and explicit memory, episodic and semantic memory. Factors contributing to forgetting and distortion of memory will also be discussed.

Prerequisite: 101 or NEUR 100, AP score of 5 or permission of instructor.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 216 Psychology of Language

Lucas

Introduction to the study of the psychological processes underlying language. An evaluation of theory, methods, and current research in language abilities, including speech perception, word and sentence comprehension, and language acquisition in children. Examination of the relationship between language and thought and the evolutionary and biological bases of language behavior.

Prerequisite: 101 or NEUR 100, AP score of 5 or permission of instructor.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 217 Cognition

NOT OFFERED IN 2008-09. Cognitive psychology is the study of the capabilities and limitations of the human mind when viewed as a system for processing information. An examination of basic issues and research in cognition focusing on attention, pattern recognition, memory, language, and decision-making.

Prerequisite: 101 or NEUR 100, AP score of 5 or permission of instructor.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 218 Sensation and Perception

NOT OFFERED IN 2008-09. A survey of the human senses from stimulus to perception. Topics include basic features in vision: color, form, orientation, and size; perception of the third dimension; illusions; attention; limits on perception; and the effects of experience and development. Relevant neurophysiological and clinical examples will be reviewed as well as laboratory demonstrations.

Prerequisite: 101, AP score of 5 or permission of instructor.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 219 Biological Psychology

Mitchell, Wilmer

Introduction to the biological bases of behavior. Topics include structure and function of the nervous system, sensory processing, sleep, reproductive behavior, language, and mental disorders.

Prerequisite: 101, AP credit or permission of instructor. Not open to students who have taken BISC 213/[NEUR 213].
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

PSYC 224 Abnormal Psychology

Wink, Staff

An examination of major psychological disorders with special emphasis on phenomenology. Behavioral treatment of anxiety based disorders, cognitive treatment of depression, psychoanalytic therapy of personality disorders, and biochemical treatment of schizophrenia will receive special attention. Other models of psychopathology will also be discussed.

Prerequisite: 101, AP score of 5 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

PSYC 230 Psychology of Law

Carli

Do biases affect the decisions of juries? Do guilty defendants escape punishment by faking insanity? Does the death penalty reduce crime? This course focuses on the application of psychology to legal questions such as these. Other possible topics include: jury selection, the reliability of eyewitness testimony, factors affecting the perceived innocence or guilt of defendants, the use of hypnosis and lie detector tests, blaming victims of crime, methods of interrogation, and issues surrounding testimony from children in abuse cases. This course will explore both theory and research on the psychology of law and will include case analyses.

Prerequisite: 101, AP score of 5 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 299 Practicum in Psychology

Staff

Participation in a structured learning experience in an approved field setting under faculty supervision. Does not count toward the minimum major in psychology. *Mandatory credit/noncredit, except by permission of instructor.*

Prerequisite: Open by permission to junior and senior PSYC majors. Two units above the 100-level that are most appropriate to the field setting as determined by the faculty supervisor (excluding 205).
Distribution: None
Semester: Fall, Spring Unit: 1.0

PSYC 300/CLSC 300 Topics in Cognitive and Linguistic Sciences

Lucas

Topic for 2008-09: Cooperation and Competition. According to traditional models of rationality, rational agents should act in ways that will maximize their self-interest. And the study of evolution teaches us that individuals are in competition for survival. Nonetheless, we have all experienced acts of apparent selflessness and societies could not function without cooperation among their members. How, then, can cooperative and selfless behaviors be explained? In this course, an interdisciplinary approach to the problem will be taken. Evidence and theories from the psychological, economic, and neurobiological literatures will be examined. Cross-cultural, developmental, and cross-species differences will be explored as will the evolutionary origins of cooperation and competition and the role of cooperation in language. *Students may register for either PSYC 300 or CLSC 300 and credit will be granted accordingly.*

Prerequisite: Open to juniors and seniors who have taken one of 215-219, LING 114, PHIL 215, CS 111 or permission of instructor.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 303 Psychology of Gender

NOT OFFERED IN 2008-09. An examination of different theoretical approaches to the study of sex and gender, the social construction and maintenance of gender, and current research on gender differences. Topics will include: review of arguments about appropriate methods for studying sex and gender and its legitimacy as a research focus, gender roles and gender socialization, potential biological bases of gender differences, and the potential for change in different sex-typical behaviors.

Prerequisite: Open to juniors and seniors who have taken two 200-level units excluding 205, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 304R Research Methods in Evolution and Human Behavior

Lucas

An introduction to research methods appropriate to an evolutionary approach to the study of human nature. Student projects investigate topics across diverse areas of psychology, focusing on the psychological processes that our ancestors evolved to cope with survival and reproductive challenges. Possible topics include cooperative behavior, mate choice, adaptive aspects of language, and gender differences in cognition. Group projects with some individual exercises. Laboratory. *Each section typically limited to 10 students.*

Prerequisite: 205 and one of the following: 212, 214, 215, 216, 217, 218 or 219
Distribution: Social and Behavioral Analysis.
Semester: Spring Unit: 1.25

PSYC 305 Seminar. Advanced Statistical Methods and SPSS

Genero

Building on introductory statistical concepts and data analysis applications, this course provides an in-depth understanding of hypothesis testing and probability for use in psychological quantitative research. Topics include factorial analysis of variance, correlation, regression, and basic psychometric techniques.

Prerequisite: 205
Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Fall Unit: 1.0

PSYC 307R Research Methods in Developmental Psychology

Pyers

An introduction to research methods appropriate to the study of human development. Individual and group projects. Laboratory. *Each section typically limited to 10 students. Observations at the Child Study Center required.*

Prerequisite: 205 and 207. Not open to students who have taken [207R].
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.25

PSYC 308 Systems of Psychotherapy

NOT OFFERED IN 2008-09. This course examines theory, research, and practice in three schools of psychotherapy: psychodynamic, cognitive-behavioral, and humanistic. Topics to be covered include underlying assumptions of normalcy/pathology, theories of change, methods/techniques, and relationship between therapist and client.

Prerequisite: Open to juniors and seniors who have taken 224 and one other 200-level unit, excluding 205, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 310R Research Methods in Social Psychology

Schiavo, Akert

An introduction to research methods appropriate to the study of social psychology. Individual and group projects on selected topics. Laboratory. *Each section typically limited to 10 students.*

Prerequisite: 205 and 210, 211, 230 or 245. Not open to students who have taken [210R].
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.25

PSYC 311 Seminar. Environmental Psychology

NOT OFFERED IN 2008-09. Exploration of the interaction between the physical environment and an individual's behavior and feelings. Emphasis on relevant topics such as territoriality, personal space, and crowding. Some attention to children and to environmental issues, such as conservation and psychological consequences of natural disasters. Specific settings, such as urban environments, playgrounds, and homes, are studied. Small groups of students will use observation, interview or questionnaire techniques to pursue small-scale research topics. There will be individual oral reports.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 312 Seminar. Applied Psychology

NOT OFFERED IN 2008-09. Analysis of psychologically-based programs and interventions in applied settings such as organizations, social service agencies, health-care facilities, social support groups, environmental and community change agencies, etc. Consideration of the psychological theories, methods, and research findings which provide the foundation for these programs. Students will participate in relevant settings or activities.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 312R Research Methods in Personality Psychology

Norem

An introduction to research methods appropriate to the study of personality psychology. Student projects investigate individual and group differences in personality traits, values, goals, and dimensions of self-concept. Laboratory. *Each section typically limited to 10 students.*

Prerequisite: 205 and 212. Not open to students who have taken [212R].
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.25

PSYC 314R Research Methods in Cognitive Psychology

Keane

Introduction to research methods appropriate to the study of human cognition (i.e., how people take in, interpret, organize, remember, and use information in their daily lives). Individual and group projects. Laboratory. *Each section typically limited to 10 students.*

Prerequisite: 205 and one of the following, 215, 216, 217, 218, 219, BISC 213/ [NEUR 213]. Not open to students who have taken [214R].
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.25

PSYC 316 Seminar. Language Acquisition

Pyers

Children around the world acquire their first language, spoken or signed, with seemingly little effort. By the end of their first year, they are saying their first words, and a mere two years later they are speaking in full sentences! We will discuss the various factors that play into children's rapid acquisition of their first language. Towards figuring out how children learn language, we will talk about early speech perception, word learning, the acquisition of phonology, morphology, syntax, and pragmatic knowledge. In addition, we will cover topics such as language development disorders (e.g., autism), the critical period hypothesis, sign language, bilingualism, and language and thought. Over the course of the semester, we will understand the empirical methods that guide the study of child language.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, including one of the following: 207, and excluding 205, or permission of instructor. LING 114 may be substituted for either 200-level unit.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 318 Seminar. Brain and Behavior

Mitchell

Selected topics in brain-behavior relationships. Emphasis on psychopharmacology. Topics include principals and mechanisms underlying action of drugs, major neurotransmitter systems, major classes of psychoactive drugs, and psychological disorders and medications.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, including one of the following: 219 or BISC 213/ [NEUR 213], and excluding 205.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 319 Neuropsychology

Keane

An exploration of the neural underpinnings of higher cognitive function based on evidence from individuals with brain damage. Major neuroanatomical systems will be reviewed. Topics include motor and sensory function, attention, memory, language, and hemispheric specialization.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, including either 219 or BISC 213/ [NEUR 213], and excluding 205.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 320R Research Methods in Applied Psychology

NOT OFFERED IN 2008-09. An introduction to research methods appropriate to studying applied topics in psychology. Possible topics include the psychology of organizations, the law, or health. Group projects with some individual exercises. Laboratory. *Each section typically limited to 10 students.*

Prerequisite: 205 and one other 200-level psychology course. Not open to students who have taken [220R].
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.25

PSYC 324R Research Methods in Abnormal Psychology

Wink

An introduction to research methods appropriate to the study of abnormal psychology. Topics will include affective and personality disorders, substance abuse, and stressful life events. Individual and group projects. Laboratory. *Each section typically limited to 10 students.*

Prerequisite: 205 and 224. Not open to students who have taken [224R].
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.25

PSYC 326 Seminar. Child and Adolescent Psychopathology

NOT OFFERED IN 2008-09. Description, etiology, and developmental patterns of behavior problems of children, adolescents, and their families. Topics include theories of child and adolescent psychopathology, externalizing problems such as conduct disorder and attention-deficit/hyperactivity disorder, internalizing problems such as depression, anxiety, and children's experiences of trauma, and developmental disorders such as mental retardation, risk and protective factors for child psychopathology, and child and family interventions.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 327 Seminar. Psychology of Human Sexuality

Cheek

An examination of psychological approaches to individual and group differences in sexual attitudes and behavior. This course draws upon theory and research from the fields of personality psychology and social psychology. Topics include: sexual motivation and attraction; sexual self-esteem and identity; intimacy in romantic relationships; and gender and cultural differences in sexuality.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 329 Seminar. Psychology of Adulthood and Aging

NOT OFFERED IN 2008-09. An examination of how individuals develop and change over the life course. Particular emphasis on experiences associated with entry into adulthood, middle age, and older adulthood. Topics include: age related changes in personality, emotion, and cognition; work and relationships (including marriage and parenting); life's transitions (e.g., divorce, menopause, and retirement); influence of culture and history on crafting adult lives. Different models of the life course will be discussed.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 333 Clinical and Educational Assessment

Wink

Current approaches to the psychological appraisal of individual differences in personality, intelligence, and special abilities will be investigated through the use of cases. Tests included in the survey are: MMPI®, CPI®, WAIS®, Rorschach®, and the TAT®. Special emphasis will be placed on test interpretation, report writing, and an understanding of basic psychometric concepts such as validity, reliability, and norms. Useful for students intending to pursue graduate study in clinical, personality, occupational, or school psychology.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 338 Social Influence

NOT OFFERED IN 2008-09. This course focuses on a major topic in social psychology: attitude formation and change. Techniques of social influence that we encounter in everyday life will be explored, with a particular emphasis on advertising. The findings of empirical research and theory will be used to understand persuasive messages. Topics include how emotion, gender and culture are used to maximize the effectiveness of advertisements, and how stereotypes are both perpetuated and refuted in advertising.

Prerequisite: Open to juniors and seniors who have taken 210 and one other 200-level unit, excluding 205, or permission of instructor. Not open to students who have taken [240].
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 339 Seminar. Narrative Identity

NOT OFFERED IN 2008-09. Narrative psychology explores the human propensity to create and use stories about significant figures and events in the process of identity formation. Topics will include an exploration of mermaids and related figures as cultural images, metaphors for personal transformation, and archetypal symbols of the collective unconscious. *The Little Mermaid* and *La Sirene* of Haitian Vodou will be examined as representations of men's fear of, and attempts to control, women's spirituality and sexuality. The personality theories of Jung and Reich provide the framework for the seminar.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 340 Organizational Psychology

Carli

An examination of key topics such as: social environment of the work place, motivation and morale, change and conflict, quality of work life, work group dynamics, leadership, culture, and the impact of workforce demographics (gender, race, socioeconomic status). Experiential activities, cases, theory, and research.

Prerequisite: Open to juniors and seniors who have taken two 200-level units excluding 205, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 341 Seminar. Psychology of Shyness

Cheek

An examination of psychological approaches to understanding shyness and the related self-conscious emotions of embarrassment and shame. Topics include: genetics of shyness, evolutionary perspectives on shyness in animals, adolescent self-consciousness, and individual and group differences in social behavior.

Prerequisite: Open to juniors and seniors who have taken two 200-level courses, excluding 205, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 342 Seminar. Psychology of Optimism and Pessimism

NOT OFFERED IN 2008-09. An examination of the ways in which expectations influence and are influenced by thoughts, feelings, motivation, and behavior. There are a variety of psychological constructs that fall under the general rubric of optimism and pessimism, and research has shown that they relate to physical and mental health, achievement, personal relationships, and even longevity. This seminar will explore those relationships, with an emphasis on understanding both the costs and the benefits of personal and cultural optimism and pessimism.

Prerequisite: Open to juniors and seniors with 212 or 210 and one other 200-level course, excluding 205.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 344 Seminar. Social Imagination

NOT OFFERED IN 2008-09. An examination of the uses and types of imagination in both childhood and adulthood. This course will touch on the mechanics of mental imagery and discuss the ways in which imagery is manifest in cognition and particularly in management of social relationships. Emphasis will be placed on the connections between imagination and emotion, such as in children's enactment of scary or nurturant pretend play. How imagination affects interpersonal interactions will be considered, as will other topics such as children's creation of imaginary companions, imagination as pathology, and individual differences in imagination, imagery of individuals deprived of particular senses, and the influence of imagination on memory.

Prerequisite: Open to juniors and seniors who have taken two 200-level courses, excluding 205.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 345 Seminar. Selected Topics in Developmental Psychology

NOT OFFERED IN 2008-09.

Prerequisite: Open to juniors and seniors who have taken 207 and one other 200-level course, excluding 205.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 347 Seminar. Culture and Social Identity

Genero

Examines the social and developmental aspects of identity with a special focus on ethnicity. The social construction of culture, interpersonal functioning, ethnic group differences, and expectations will be explored as they relate to identity development. The course includes a case study component.

Prerequisite: Open to juniors and seniors who have taken two 200-level units excluding 205, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 348 Advanced Topics in Personality and Social Psychology

NOT OFFERED IN 2008-09. An exploration of the interface between personality and social psychology. Areas of research that are best understood by considering both personal dispositions and social situations will be examined. Topics include: conformity, romantic relationships, and social anxiety.

Prerequisite: Open to juniors and seniors who have taken 210 and 212, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 349 Seminar. Nonverbal Communication
Akert

An examination of the use of nonverbal communication in social interactions. Systematic observation of nonverbal behavior, especially facial expression, tone of voice, gestures, personal space, and body movement. Readings include scientific studies and descriptive accounts. Issues include: the communication of emotion; cultural and gender differences; the detection of deception; the impact of nonverbal cues on impression formation; nonverbal communication in specific settings (e.g., counseling, education, interpersonal relationships).

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PSYC 351 Internship in Psychology
Staff

Participation in a structured learning experience in an approved field setting under faculty supervision. Analytical readings and paper(s) required.

Prerequisite: Open by permission to junior and senior majors. Two units above the 100-level that are most appropriate to the field setting as determined by the faculty supervisor (excluding 205).
Distribution: None
Semester: Fall, Spring Unit: 1.0

PSYC 360 Senior Thesis Research

Prerequisite: Completion of a research methods course by the end of the junior year, and by permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PSYC 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Directions for Election

Psychology is a broad field, and the major is designed to allow students to gain both breadth and depth of knowledge in the field. To that end, students take 200 level courses that represent different areas of the field, but develop breadth by taking a 200 level content course that then leads, along with statistics, to a corresponding research methods course in which they learn first-hand about how knowledge is developed within specific sub-areas of the field. For example, a student may take social psychology (210), followed by the research methods in social psychology course (310R), but she will also have taken at least two other 200 level courses, including one from the 214-219 set of courses that historically have focused one somewhat different research questions than has social psychology.

Psychology major: Consists of at least 9.25 units, including 205 (Statistics), one research methods course, three 200-level courses (at least one course numbered 207-212, which includes developmental, social and personality psychology; and at least one course numbered 214-219, which includes cognition, memory, sensation and perception, and biological psychology; and excluding any research methods courses), and two 300-level courses (at least one of which must be numbered 302-349—non independent study and internship courses—and excluding any research methods courses). For students who entered the college in Fall 2004 or later, 101 is also a required course for the major. PSYC 299 does not count as one of the nine courses for the major. At least five of the courses for the major must be taken in the department.

Statistics: 205 is the only Wellesley statistics course that will count toward the fulfillment of the major. In order to obtain Wellesley credit for a statistics course taken at another institution during the summer or academic year, approval must be obtained from the department prior to enrolling in the course. Transfer students wishing to obtain credit for statistics courses taken prior to enrollment at Wellesley should consult the chair of the department.

Research Methods Requirement: The department offers seven research methods courses: PSYC 304R, 307R, 310R, 312R, 314R, 320R and 324R. Research methods courses taken outside of Wellesley will not fulfill this requirement. In order to be eligible for Senior Thesis Research (PSYC 360), students must complete the research methods course by the end of the junior year.

Psychology minor: Consists of five units, including one course at the 300 level and including 101 for students who enter the college in Fall 2004 or later. PSYC 299, 350, and 351 do not count as one of the five courses for the minor. At least three of the courses for the minor must be taken in the department.

Related Interdepartmental Majors: Students interested in an interdepartmental major in neuroscience or cognitive and linguistic sciences are referred to the section of the catalog where these programs are described. They should consult with the directors of the neuroscience or cognitive and linguistic sciences programs.

Advanced Placement Credit: The unit given to students for advanced placement in psychology does not count towards the minimum psychology major or minor at Wellesley but it does fulfill the PSYC 101 requirement. If an AP student with a score of 5 completes PSYC 101, she will receive the appropriate psychology credit but will receive no AP credit.

Advanced placement credit for statistics does not exempt students from or fulfill the PSYC 205 requirement. An AP student with a score of 5 in statistics must still take 205, but can receive AP credit.

Honors

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student should have a grade point average of at least 3.67 in all work in the major field above the 100-level; students with a slightly lower average who have a strong interest and commitment to research are welcome to submit applications. See Academic Distinctions.

Quantitative Reasoning Program

Director/Senior Lecturer: *Taylor*

Lecturer: *Polito*

Advisory Committee: *Brabander*[A2] *(Geosciences), Ducas*[A2] *(Physics), Flynn (Chemistry), Genero (Psychology), Hawes (Education), Keane (Psychology), McGowan*[A1] *(Philosophy), Shuchat (Mathematics), Stark*[A] *(Physics), Swingle (Sociology), Wolfson (Chemistry)*

The ability to think clearly and critically about quantitative issues is imperative in contemporary society. Today, quantitative reasoning is required in virtually all academic fields, is used in most every profession, and is necessary for decision-making in everyday life. The Quantitative Reasoning Program is designed to ensure that Wellesley College students are proficient in the use of mathematical, logical, and statistical problem-solving tools needed in today's increasingly quantitative world.

The Quantitative Reasoning Program provides a number of services to the academic community. It oversees the administration of the Quantitative Reasoning Assessment (described below) and staffs QR 140, the basic skills QR course, and some QR overlay courses. The Program also provides tutorial support to students and instructors of quantitative reasoning overlay courses. Finally, the Quantitative Reasoning Program provides curricular support to faculty interested in modifying existing courses or designing new ones so that these courses will satisfy the overlay component of the quantitative reasoning requirement.

The Quantitative Reasoning Requirement

All students must satisfy both components of the quantitative reasoning requirement: (1) the basic skills component and (2) the overlay course component. The basic skills component is satisfied either by passing the quantitative reasoning assessment given during Orientation or by passing QR 140, the basic skills course that builds mathematical skills in the context of real-world applications. Students are required to satisfy the basic skills component in their first year so that they may enroll in the many courses for which basic quantitative skills (including algebra, geometry, basic probability and statistics, graph theory, estimation, and mathematical modeling) are a prerequisite.

The overlay component is satisfied by passing a QR overlay course or by scoring a 5 on the AP Statistics exam. QR overlay courses emphasize statistical analysis and interpretation of data in a specific discipline. The Committee on Curriculum and Instruction has designated specific courses in fields from across the curriculum as ones that satisfy the QR overlay requirement. These courses (listed below) may also be used to satisfy a distribution requirement. See the Statistics section of the catalog for more information about some of these QR overlay courses.

QR 140 Introduction to Quantitative Reasoning

Polito, Taylor

In this course, students develop and apply mathematical, logical, and statistical skills to solve problems in authentic contexts. The quantitative skills emphasized include algebra, geometry, probability, statistics, estimation, and mathematical modeling. Throughout the course, these skills are used to solve real world problems, from personal finance to medical decision-making. A student passing this course satisfies the basic skills component of the quantitative reasoning requirement. This course is required for students who do not pass the quantitative reasoning assessment. Those who pass the assessment but still want to enroll in this course must receive permission of the instructor.

Prerequisite: Permission of the instructor required for students with a score of 9.5 or above on the QR assessment.
Distribution: None
Semester: Fall, Spring Unit: 1.0

QR 180 Statistical Analysis of Education Issues

Taylor

NOT OFFERED IN 2008-09. What factors explain individual and group differences in student achievement test scores and educational attainment? Do inequities in financing public elementary and secondary schools matter in terms of student achievement and future employment? This course explores the theories, statistical methods, and data used by social scientists and education researchers in examining these and other education issues. Students collect, analyze, interpret, and present quantitative data. They begin with descriptive statistics and work up to inferential statistics, including hypothesis testing and regression analyses.

Prerequisites: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken or are taking ECON 103/SOC 190, MATH 101, MATH 101Z, POL 199, PSYC 205, or [QR 199].
Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: N/O Unit: 1.0

Overlay Course Component

The following courses satisfy the overlay course component of the quantitative reasoning requirement. *In order to register for a course on this list, a student must first satisfy the basic skills component of the quantitative reasoning requirement by passing either the quantitative reasoning assessment or QR 140.*

Note that this list is subject to change. Check individual department listings for information about when each course is offered.

ASTR 109 Our Place in Space and Time

ASTR 206wL Basic Astronomical Techniques with Laboratory

BISC 109 Human Biology with Laboratory

BISC 111 Introductory Organismal Biology with Laboratory

[**BISC 111DL**] Introductory Organismal Biology Discussion with Laboratory

BISC 198 Statistics in the Biosciences

BISC 201 Ecology with Laboratory

CHEM 120 Intensive Introductory Chemistry with Laboratory

CHEM 205 Chemical Analysis and Equilibrium with Laboratory

CHEM 231 Physical Chemistry I with Laboratory

CHEM 232 Physical Chemistry for the Life Sciences with Laboratory

CHEM 361 Analytical Chemistry with Laboratory

[CS 199] Simulation: An Interdisciplinary Tool

ECON 103/SOC 190 Introduction to Probability and Statistical Methods

[ES 100] Humans and Nature

GEOS 101 Earth Processes and the Environment with Laboratory

GEOS 102 The Dynamic Earth with Laboratory

MATH 101 Reasoning with Data: Elementary Applied Statistics

MATH 101Z Reasoning with Data: Elementary Applied Statistics with Health Applications

MATH 220 Probability and Elementary Statistics

PHIL 209 Scientific Reasoning

PHYS 202 Introduction to Quantum Mechanics and Thermodynamics with Laboratory

POL 199 How to Conduct Research in Political Science

PSYC 205 Statistics

PSYC 305 Seminar. Advanced Statistical Methods and SPSS

QR 180 Statistical Analysis of Education Issues

SOC 190/ECON 103 Introduction to Probability and Statistical Methods

Department of Religion

Professor: *Elkins, Geller, Hobbs, Kodera (Chair), Marini, Marlow*

Adjunct Associate Professor: *Rollman*

In a liberal arts college, the study of religion constitutes an integral part of the humanities and social sciences. Recognizing religion as an elemental expression of human life and culture, past and present, the department offers courses in the major religious traditions of the world. These courses examine both the individual and the collective dimensions of religion and approach their subject from a variety of perspectives including historical, textual, theological, and social scientific.

REL 104 Study of the Hebrew Bible/Old Testament

Geller

Critical introduction to the Hebrew Bible/Old Testament, studying its role in the history and culture of ancient Israel and its relationship to ancient Near Eastern cultures. Special focus on the fundamental techniques of literary, historical, and source criticism in modern scholarship, with emphasis on the Bible's literary structure and compositional evolution.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

REL 105 Study of the New Testament

Hobbs

The writings of the New Testament as diverse expressions of early Christianity. Close reading of the texts, with particular emphasis upon the Gospels and the letters of Paul. Treatment of the literary, theological, and historical dimensions of the Christian scriptures, as well as of methods of interpretation. The beginnings of the break between the Jesus movement and Judaism will be specially considered.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Fall, Spring Unit: 1.0

REL 108 Introduction to Asian Religions

Kodera

An introduction to the major religions of India, Tibet, China, and Japan with particular attention to universal questions such as how to overcome the human predicament, how to perceive ultimate reality, and what is the meaning of death and the end of the world. Materials taken from Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Comparisons made, when appropriate, with Hebrew and Christian Scriptures. *Normally alternates with REL 109.*

Prerequisite: None. Not open to students who have taken REL 109.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Summer, Fall 2009 Unit: 1.0

REL 109 Religions of the Silk Road

Marlow

An introduction to the major religious communities and traditions of East, South and West Asia, with particular attention to their contacts and interactions as facilitated by trade, travel and pilgrimage from antiquity until roughly the fifteenth century. The framework for our study of these religious cultures will be the "Silk

Road," which stretched from Eastern China to the Mediterranean Sea and linked together the many communities that thrived across Eurasia throughout the pre-industrial era. In addition to Buddhism and Islam, the course will cover Confucianism, Daoism, Jainism, Hinduism and Zoroastrianism, as well as Manichaeanism and Nestorian Christianity. Readings are drawn from foundational sacred texts, and the accounts of merchants, travelers and pilgrims. Additional attention to the material cultures and artistic works produced by the religious communities of the Silk Road. *Normally alternates with REL 108.*

Prerequisite: None. Not open to students who have taken REL 108.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

REL 200 Theories of Religion

Marini

An exploration of theoretical models and methods employed in the study of religions. Particular attention to approaches drawn from anthropology, sociology, and psychology. Readings taken from writers of continuing influence in the field: William James and Sigmund Freud, Max Weber and Emile Durkheim, Clifford Geertz and Victor Turner, Carl Jung and Mircea Eliade, Karl Marx and Paul Ricoeur. *Normally alternates with REL 230.*

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

REL 202 Biblical Poetry

NOT OFFERED IN 2008-09. A time to mourn, a time to dance: a survey of the diverse types of poetry in the Hebrew Bible/Old Testament. Psalms of divine praise, thanksgiving and appeal: lamentation, wisdom, prophetic oracle, and love songs. The poetry will be studied for its artistic beauty and as a lens on to the history and beliefs of biblical Israel. *Normally alternates with REL 207.*

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 207 Goddesses, Queens, and Witches: Survey of the Ancient Near East

NOT OFFERED IN 2008-09. An introduction to ancient Mesopotamia, Canaan and Anatolia, through a look at literature and material culture pertaining to women of the period and region. Topics include myths about, and prayers to, great goddesses such as Ishtar; laws of marriage and property; witches and witchcraft; the political institution of the Queen Mother; and the phenomenon of the Qadishtu, the women dedicated to the cult and temple of various deities. *Normally alternates with REL 202.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 209 Women, Sexuality, and Patriarchalism in the New Testament

Hobbs

NOT OFFERED IN 2008-09. The world from which Christianity emerged was largely patriarchal and sexist, with a variety of attitudes towards sexual behavior and marriage. The Christian movement itself took several different approaches toward each of these issues, which found their way into the New Testament collection and thus became the foundation for a multiplicity of stances in later centuries. This variety in the documents will be examined, with special attention to their roots and their results. *Normally alternates with REL 211.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 211 Jesus of Nazareth

Hobbs

Historical study of Jesus, first as he is presented in the Gospels, followed by interpretations of him at several subsequent stages of Christian history. In addition to the basic literary materials, examples from the visual arts and music will be considered, such as works by Michelangelo, Grünewald, J. S. Bach, Beethoven, and Rouault, as well as a film by Pasolini. The study will conclude with the modern "quest for the historical Jesus." *Normally alternates with REL 209.*

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

REL 215 Christian Spirituality

Elkins

A study of historical and contemporary writings that exemplify varieties of Christian spirituality. Historical texts include Augustine's *Confessions*, Thomas à Kempis' *The Imitation of Christ*, Teresa of Avila's *Autobiography*, John Bunyan's *The Pilgrim's Progress*, and *The Way of the Pilgrim*. Contemporary authors include Martin Luther King, Jr., and Mother Teresa of Calcutta. *Normally alternates with REL 216.*

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

REL 216 Christian Thought: 100-1600

Elkins

NOT OFFERED IN 2008-09. A study of major issues and influential thinkers in the Christian religious tradition from the post-Biblical period through the Reformation. Good and evil, free will and determinism, orthodoxy and heresy, scripture and tradition, faith and reason, and love of God and love of neighbor examined through primary source readings. Special attention to the diversity of traditions and religious practices, including the cult of saints, the veneration of icons, and the use of scripture. *Normally alternates with REL 215.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 217 Christian Thought from the Reformation to the Present

Marini

NOT OFFERED IN 2008-09. A study of defining issues and essential thinkers in the Christian religious tradition from the sixteenth century to the present. Faith and grace, free will and determinism, mysticism and radicalism, reason and emotion, secularization and existentialism, orthodoxy and doubt, religious morality and social action examined through primary source readings. Readings include works by Luther, Calvin, Pascal, Locke, Wesley, Newman, Kierkegaard, Bonhoeffer, and Tillich.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 218 Religion in America

Marini

A study of the religions of Americans from the colonial period to the present. Special attention to the impact of religious beliefs and practices in the shaping of American culture and society. Representative readings from the spectrum of American religions including Aztecs and Conquistadors in New Spain, the Puritans, Jonathan Edwards and John Wesley, Ralph Waldo Emerson, Isaac Meyer Wise, Mary Baker Eddy, Dorothy Day, Black Elk, Martin Luther King, Jr., and contemporary Fundamentalists. *Normally alternates with REL 220.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

REL 220 Religious Themes in American Fiction

Marini

NOT OFFERED IN 2008-09. Human nature and destiny, good and evil, love and hate, loyalty and betrayal, tradition and assimilation, salvation and damnation, God and fate in the writings of Hawthorne, Thoreau, Melville, Harriet Beecher Stowe, Leslie Marmon Silko, Rudolfo Anaya, Alice Walker, and Allegra Goodman. Reading and discussion of these texts as expressions of the diverse religious cultures of nineteenth- and twentieth-century America, with a postscript on the popular contemporary Protestant Fundamentalist fiction of Tim LaHaye. *Normally alternates with REL 218.*

Prerequisite: None
Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 221 Catholic Studies

Elkins

Contemporary issues in the Roman Catholic Church, with particular attention to the American situation. Topics include sexual morality, social ethics, spirituality, women's issues, dogma, liberation theology, ecumenism, and inter-religious dialogue. Readings represent a spectrum of positions. *Normally alternates with REL 226.*

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

REL 224/MUS 224 Hildegard of Bingen

Elkins and Fontijn (Music)

NOT OFFERED IN 2008-09. This interdisciplinary course will focus on the music, dramatic productions, vision literature, and theology of the renowned twelfth-century abbess Hildegard of Bingen. Attention will also be devoted to her scientific work on medicine, the manuscript illuminations of her visions, and to contemporary renderings of her music. *Students may register for either REL 224 or MUS 224 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Arts, Music, Theater, Film, Video, or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 225 Women in Christianity

Elkins

Martyrs, mystics, witches, wives, virgins, reformers, and ministers: a survey of women in Christianity from its origins until today. Focus on women's writings, both historical and contemporary. Special attention to modern interpreters—feminists, Third-World women, and women of color.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

REL 226 The Virgin Mary

Elkins

NOT OFFERED IN 2008-09. The role of the Virgin Mary in historical and contemporary Christianity. Topics include Mary in the Bible and Apocryphal writings, her cult in the Middle Ages, artistic productions in her honor, theological debates about her, and her appearances at Guadalupe, Lourdes, and Fatima. Attention also to the relation between concepts of Mary and attitudes toward virginity, the roles of women, and "the feminization of the deity." *Normally alternates with REL 221.*

Prerequisite: None. Not open to students who have taken REL [316].
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 228 Fundamentalisms: A Comparative Approach

Geller

NOT OFFERED IN 2008-09. From its earliest application to a movement within American Protestantism, the term "fundamentalism" is now often used to characterize the most conservative wings of several different religious traditions. Focusing on such representative groups within Judaism, Christianity, and Islam, the course will explore such questions as: do these groups have anything in common? Is "fundamentalism" anti-modern or itself a modern religious phenomenon? Is the term "fundamentalist" helpful or misleading?

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 230 Ethics

Marini

An inquiry into the nature of values and the methods of moral decision-making. Examination of selected ethical issues including self-interest, freedom, collective good, capitalism, just war, racism, environmental pollution, globalism, and religious morality. Introduction to case study and ethical theory as tools for determining moral choices. *Normally alternates with REL 200.*

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

REL 240 Romans, Jews, and Christians in the Roman Empire

Geller

At the birth of the Roman Empire virtually all of its inhabitants were practicing polytheists. Three centuries later, the Roman Emperor Constantine was baptised as a Christian and his successors eventually banned public sacrifices to the gods and goddesses who had been traditionally worshipped around the Mediterranean. This course will examine Roman era Judaism, Graeco-Roman polytheism, and the growth of the Jesus movement into the dominant religion of the late antique world.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

REL 242 Introduction to Rabbinic Literature

NOT OFFERED IN 2008-09. An introduction to the main Rabbinic writings of the first half of the first millennium: the Mishnah, the Talmud, the Midrashic writings on Scripture, and early mystical texts. *Normally alternates with REL 248.*

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 243 Women in the Biblical World

Geller

The roles and images of women in the Bible, and in early Jewish and Christian literature, examined in the context of the ancient societies in which these documents emerged. Special attention to the relationships among archaeological, legal, and literary sources in reconstructing the status of women in these societies. *Normally alternates with REL 244.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

REL 244 Jerusalem: The Holy City

Geller

NOT OFFERED IN 2008-09. An exploration of the history, archaeology, and architecture of Jerusalem from the Bronze Age to the present. Special attention both to the ways in which Jerusalem's Jewish, Christian, and Muslim communities transformed Jerusalem in response to their religious and political values and also to the role of the city in the ongoing mid-East and Israeli-Palestinian peace process. *Normally alternates with REL 243.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 245 The Holocaust and the Nazi State

Geller

An examination of the origins, character, course, and consequences of Nazi anti-Semitism during the Third Reich. Special attention to Nazi racialist ideology, and how it shaped policies which affected such groups as the Jews, the disabled, the Roma and the Sinti, Poles and Russians, Afro-Germans, homosexuals, and women. Consideration also of the impact of Nazism on the German medical and teaching professions.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

REL 246 Jewish Civilization

Geller

NOT OFFERED IN 2008-09. Historical survey of the Jewish community from its beginnings to the present. Exploration of the elements of change and continuity within the evolving Jewish community as it interacted with the larger Greco-Roman world, Islam, Christianity, and post-Enlightenment Europe and America. Consideration given to the central ideas and institutions of the Jewish tradition in historical perspective.

Prerequisite: None. Not open to students who have taken REL [140].
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 248 The Dead Sea Scrolls

NOT OFFERED IN 2008-09. A study of the documents and archaeology of the Dead Sea Scrolls. Survey of major text genres, such as law, community organization, scriptural interpretation, prayer, amulets and coded treasure maps. Focus upon key archaeological matters, including the physical geography of the Dead Sea region, the "Essene" settlement structure, art and architecture, ritual baths, religious artifacts, and objects of daily use—weaponry, cosmetics and writing tools. The scrolls and material culture will be examined in their own right and in terms of their relationship to the broader history of Judaism in the Roman Era, Rabbinic Literature, and the New Testament. *Normally alternates with REL 242.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 250 Research or Individual Study

Prerequisite: Open to first-year students and sophomores only.
Distribution: None
Semester: Fall, Spring Unit: 1.0

REL 250H Research or Individual Study

Prerequisite: Open to first-year students and sophomores only.
Distribution: None
Semester: Fall, Spring Unit: 0.5

REL 251 Religion in South Asia

Marlow

NOT OFFERED IN 2008-09. An examination of religions in South Asia as expressed in sacred texts and arts, religious practices, and institutions from 2500 B.C.E. to the present. Concentration on the origins and development of Brahmanism, Hinduism, Buddhism, Jainism, Islam, and Sikhism, and the interaction of religious communities in South Asian history.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 253 Buddhist Thought and Practice

Kodera

NOT OFFERED IN 2008-09. A study of Buddhist views of the human predicament and its solution, using different teachings and forms of practice from India, Southeast Asia, Tibet, China, and Japan. Topics including the historic Buddha's sermons, Buddhist psychology and cosmology, meditation, bodhisattva career, Tibetan Tantricism, Pure Land, Zen, and dialogues with and influence on the West. *Normally alternates with REL 257.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 254 Chinese Thought and Religion

Kodera

NOT OFFERED IN 2008-09. Continuity and diversity in the history of Chinese thought and religion from the ancient sage-kings of the third millennium B.C.E. to the present. Topics include: Confucianism, Taoism, Chinese Buddhism, folk religion, and their further developments and interaction. Materials drawn from philosophical and religious and literary works. *Normally alternates with REL 255.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 255 Japanese Religion and Culture

Kodera

Constancy and change in the history of Japanese religious thought and its cultural and literary expression from the prehistoric "age of the gods" to contemporary Japan. An examination of Japanese indebtedness to, and independence from, Korea and China, assimilation and rejection of the West, and preservation of indigenous tradition. Topics include: Shinto, distinctively Japanese interpretations of Buddhism, neo-Confucianism, their role in modernization and nationalism, Western colonialism, and modern Japanese thought as a crossroad of East and West. *Normally alternates with REL 254.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

REL 257 Contemplation and Action

Kodera

An exploration of the relationship between the two polar aspects of being religious. Materials drawn from across the globe, both culturally and historically. Topics include: self-cultivation and social responsibility, solitude and compassion, human frailty as a basis for courage, anger as an expression of love, non-violence, western adaptations of eastern spirituality, meditation and the environmental crisis. Readings selected from Confucius, Gautama Buddha, Ryokan, Mahatma Gandhi, Abraham Heschel, Dag Hammarskjöld, Simone Weil, Thomas Merton, Thich Nhat Hanh, Henri Nouwen, Beverly Harrison, Benjamin Hoff, Reuben Habito, and others. *Normally alternates with REL 253.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

REL 259 Christianity in Asia

Kodera

History of the Christian tradition in South and East Asia from the first century to the present. Emphasis on the Christian impact, both positive and negative, on Asian societies; why Asia rejected Western Christianity; and the development of uniquely Asian forms of Christian belief, practice and socio-political engagement. Topics include: Thomas' supposed "apostolic mission" to Kerala, India in the first century, the Nestorian "heretics" in T'ang China, symbiosis of Jews, Muslims and Christians in ninth-century China, the two sixteenth-century Jesuits (Francis Xavier and Matteo Ricci), Spanish colonialism and the Roman Catholics of the Philippines, the 26 martyrs of Japan (1597), the Taiping Rebellion, Uchimura's "No Church Christianity," Horace Allen in Korea, Kitamori's "Pain of God Theology," Endo's "Silence of God," India's "untouchables" and Christianity, Mother Teresa of Calcutta, the Three Self Movement in the People's Republic of China, Korea's Minjung Theology, and the rise of Asian American Christianity.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

REL 260 Islamic/ate Civilizations

Marlow

NOT OFFERED IN 2008-09. Historical survey of Muslim-majority societies and the diverse cultural forms produced within them from the seventh century to the beginnings of the modern period. Topics include literary and artistic expression, architecture, institutions, philosophical and political thought, religious thought and practice. Critical attention to the concept of "civilization" and its uses and drawbacks for understanding the complex historical and cultural processes under study in the course. *Normally alternates with REL 262.*

Prerequisite: None. Not open to students who have taken REL [160].
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 261 Cities of the Islamic World

Marlow

An exploration of the religious and cultural history of selected cities across the Islamic world from late antiquity to the present. Examines and critiques the concept of "the Islamic city" while focusing on the study of particular cities, including Damascus, Baghdad, Cairo, Istanbul, Isfahan, Samarqand, Lucknow and Lahore. Topics include migration, settlement, and the construction of new cities; conversion; the emergence of "holy cities" as centers for pilgrimage, religious education and Islamic legal scholarship; sacred space and architecture; religious diversity in urban environments; and the impact of colonialism on urban life. *Normally alternates with REL 269.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

REL 262 The Formation of the Islamic Tradition

Marlow

NOT OFFERED IN 2008-09. Historical study of the Islamic tradition with particular attention to the seventh to eleventh centuries. Topics include the life of the Prophet Muhammad, the Qur'an, and Qur'anic interpretation, tradition, law, ethics, theology, Shi'i Islam, and Sufism. Attention to the diversity within the Islamic tradition and to the continuing processes of reinterpretation, into the modern period. *Normally alternates with REL 260.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 263 Islam in the Modern World

Rollman

The role of Islam in the modern history of Turkey, the Arab world, Iran, and South Asia, with particular reference to the nineteenth and twentieth centuries. Explores the rise of nationalism, secularism, modernism, "fundamentalism," and revolution in response to the political, socio-economic, and ideological crises of the period. Issues include legal and educational reform, the status of women, dress, and economics. Readings from contemporary Muslim religious scholars, intellectuals, and literary figures.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

REL 269 Religion and Culture in Iran

Marlow

NOT OFFERED IN 2008-09. An exploration of the history of Iran and its peoples from antiquity to the present. Topics include cultural and religious life; social and economic developments; government and court politics; the interactions among rural, urban and nomadic communities; the lives and roles of women; commerce, cultural exchange, and the impact on Iran of European imperial rivalries; the forging of the nation state, discontent and dissent, the Islamic Revolution, post-revolutionary Iran, and the Iranian diaspora. *Normally alternates with REL 261.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 290 Kyoto: Center of Japan's Religion and Culture (Wintersession in Kyoto)

Kodera

NOT OFFERED IN 2008-09. Hands-on observation and critical analyses of religion and culture in Kyoto, Japan's capital for over a millennium. Topics include: Shinto and Buddhism in traditional Japanese art and culture, such as "tea ceremony," calligraphy, poetry, theater and martial arts; Shinto and Japan's appreciation of nature; Japan's selective memory of the Pacific War and Japan's growing nationalism; today's Buddhist clergy as specialists of the world of the dead, in sharp contrast to the earlier (pre-seventeenth century) focus on meditation and acts of mercy for the living; "new religions" in contemporary Japanese society and politics; Japan's assimilation of Western religions, as manifested in youth culture; the complicity of religion in the resurgence of nationalism and xenophobia; the contemporary Japanese fascination with the "other world". Kyoto will be the center of operation with possible side trips to Nara, Hiroshima, and perhaps Tokyo. Length: Two and a half weeks in Japan, with three days of orientation on campus prior to departure. *Not offered every year. Subject to Dean's Office approval.*

Prerequisite: At least one course in Asian religion; though not required, preference given to students of Asian religions and of East Asian Studies. Application required. Enrollment limited to 10 and with written permission of the instructor.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 0.5

REL 298 New Testament Greek

Hobbs

Reading and discussion of many characteristic New Testament texts, with attention to aspects of Koiné Greek which differ from the classical Attic dialect.

Prerequisite: One year of Greek; or exemption examination; or permission of instructor.
Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

REL 303 Seminar. The Sacrifice of the Beloved Child in the Bible and Its Interpretations

NOT OFFERED IN 2008-09. The biblical tale of the near sacrifice of Isaac (Genesis 22) and its ongoing historical and cultural significance. Focus on this core narrative, and human sacrifice more broadly, in its biblical, ancient Near Eastern, and Mediterranean contexts. Examination of the Genesis narrative in Jewish, Christian, and Islamic traditions. Exploration of the relevant motifs in the literature and art of the West from the Middle Ages to the present. *Normally alternates with REL 305.*

Prerequisite: At least one course on the Bible or permission of instructor.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 305 Seminar. The Book of Genesis

NOT OFFERED IN 2008-09. The Book of Genesis contains the foundational biblical narratives: creation of the world, flood, growth of humanity and Israel's ancestral accounts. The work will be approached from a literary and historical-critical point of view, with reference to relevant Ancient Near Eastern mythology. *Normally alternates with REL 303.*

Prerequisite: At least one course on the Bible or permission of instructor. Not open to students who have taken [205].
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 308 Seminar. Paul's Letter to the Romans

Hobbs

An exegetical examination of the "Last Will and Testament" of the Apostle Paul, concentrating especially on his theological construction of the Gospel, on his stance vis-à-vis Judaism and its place in salvation-history, and on the theologies of his opponents as revealed in his letters. *Normally alternates with REL 310.*

Prerequisite: At least one course on the Bible.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

REL 310 Seminar. Mark, the Earliest Gospel

Hobbs

NOT OFFERED IN 2008-09. An exegetical examination of the Gospel of Mark, with special emphasis on its character as a literary, historical, and theological construct, presenting the proclamation of the Gospel in narrative form. The Gospel's relationships to the Jesus tradition, to the Old Testament/Septuagint, and to the Christological struggles in the early church will be focal points of study. *Normally alternates with REL 308.*

Prerequisite: At least one course on the Bible.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 317 Seminar. Christian Ritual

Marini

NOT OFFERED IN 2008-09. An intensive study of selected Christian ritual practices from the apostolic period to the present. Topics include the origins of Christian liturgy; the doctrines of baptism and eucharist; the development of the Roman Mass and the Orthodox Divine Liturgy; Protestant worship reforms in the Reformation; Evangelical revivalism; Pentecostal charismatic expression; and liturgical innovation in Third World Christianity. Particular attention to musical and architectural settings, liturgical and hymnic language, and ritual theory. *Normally alternates with REL 319.*

Prerequisite: 216, 217, or 218, or MUS 200 or permission of instructor.
Distribution: Arts, Music, Theatre, Film, Video or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 319 Seminar. Religion, Law, and Politics in America

Marini

A study of the relationships among religion, fundamental law, and political culture in the American experience. Topics include established religion in the British colonies, religious ideologies in the American Revolution, religion and rebellion in the Civil War crisis, American civil religion, and the New Religious Right. Special attention to the separation of church and state, selected Supreme Court cases on the religion clauses of the First Amendment, and religious and moral issues raised in the 2008 presidential election campaign. *Normally alternates with REL 317.*

Prerequisite: 200, 217, or at least one 200-level course in American religion, history, sociology, or politics.
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

REL 323 Seminar. Feminist Theologies

Elkins

A study of modern feminist reassessments and reinterpretations of Christianity and its images of God. Special attention to Latina, African American, and Asian American authors. Consideration also of alternative concepts of divinity proposed by ecofeminists, lesbians, and devotees of goddesses. *Normally alternates with REL 326.*

Prerequisite: One course in Hebrew Bible, New Testament, or Christianity; or permission of instructor.
Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

REL 326 Seminar. Liberation Theology

Elkins

NOT OFFERED IN 2008-09. A close reading of recent works by major Latin American and Hispanic liberation theologians. Some attention also to Asian, African, and African American authors. *Normally alternates with REL 323.*

Prerequisite: One course in Hebrew Bible, New Testament, or Christianity; or permission of instructor.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 342 Seminar. Archaeology of the Biblical World

Geller

An examination of the ways in which archaeological data contribute to the understanding of the history of ancient Israel, and the Jewish and Christian communities of the Roman Empire.

Prerequisite: At least one course in archaeology, biblical studies, classical civilization, early Christianity, or early Judaism.
Distribution: Historical Studies
Semester: Fall Unit: 1.0

REL 350 Research or Individual Study

Prerequisite: Open to juniors and seniors only.
Distribution: None
Semester: Fall, Spring Unit: 1.0

REL 350H Research or Individual Study

Prerequisite: Open to juniors and seniors only.
Distribution: None
Semester: Fall, Spring Unit: 0.5

REL 353 Seminar. Zen Buddhism

Kodera

NOT OFFERED IN 2008-09. Zen, the long known yet little understood tradition, studied with particular attention to its historical and ideological development, meditative practice, and expressions in poetry, painting, and martial arts. *Normally alternates with REL 354.*

Prerequisite: At least one course in Asian religions.
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 354 Seminar. Tibetan Buddhism

Kodera

NOT OFFERED IN 2008-09. A critical, historical and comparative study of Buddhism that unfolded in the unique geographical, historical, cultural and religious climate of Tibet, and of the Tibetan communities in diaspora after the Communist Chinese takeover. Topics include: pre-Buddhist religions of Tibet; development of the VajrayÇna teaching and the Tantric practice; the cult of TÇra; Avalokitesvara Bodhisattva and the Dalai Lama; the plight of the Tibetan lamas and refugees in India and in the West; continuing controversy in China; the appeal and misunderstanding of Tibet and Tibetan Buddhism in the West; the future of Tibet and Tibetan Buddhism. *Normally alternates with REL 353.*

Prerequisite: At least one course in Asian religions. Not open to students who took this course as REL 353 in 2005-06.
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 357 Seminar. Issues in Comparative Religion

Kodera

Promises and challenges in the evolving debate over how different truth claims and faith communities might seek tolerance, respect, and coexistence. How to reconcile tradition with innovation, doctrine with practice, contemplation with action, globalism with tribalism. Impediments of monotheism and "revealed scripture." The role of religion in prejudice and discrimination; and yet also for peace and justice. The rise of Buddhism in the West and of Christianity in the East. Readings include works by Wilfred Cantwell Smith, John Hick, Uchimura Kanzo, Endo Shusako, Raimundo Panikkar, Thich Nhat Hanh, the Dalai Lama, and Diana Eck.

Prerequisite: At least one course in religion.
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

REL 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

REL 361 Seminar. Studying Islam and the Middle East

Marlow

An exploration of the study and representation of Islam and West Asia/the Middle East in European and American scholarship and journalism, from the earliest translations of the Qur'an to contemporary issues and debates. Topics include medieval European images of Islam, Orientalism, colonialism, and also the modern press and popular culture.

Prerequisite: Open to juniors and seniors, and sophomores who have taken at least one unit in Middle Eastern Studies.
Distribution: Historical Studies
Semester: Spring Unit: 1.0

REL 364 Seminar. Sufism: Islamic Mysticism

Marlow

NOT OFFERED IN 2008-09. An interdisciplinary exploration of the diverse manifestations of mysticism in Islamic contexts. Topics include the experiences and writings of individual Sufis, including Rabi'a, al-Junayd, Hujviri, Ibn al-'Arabi, Jalal al-Din Rumi, 'Abd al-Qadir Gilani, Ruzbihan Baqli; the formation of Sufi organizations and development of mystical paths; the place of Sufism in Islamic legal, theological and philosophical traditions as well as in Muslim religious practice; Sufism in local contexts; both urban and rural; holy men and women; Sufism's permeation of artistic and aesthetic traditions, especially poetry and music; the reception, interpretations and practices of Sufism in Western countries. *Normally alternates with REL 367.*

Prerequisite: Open to juniors and seniors, students who have taken at least one unit in Middle Eastern Studies or Religion, and by permission of the instructor.
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 367 Seminar. Muslim Travellers

Marlow

NOT OFFERED IN 2008-09. An exploration of the experiences and writings of Muslim travelers from the Middle Ages to the present in West, South, East and Central Asia, North Africa, Europe and America. Focus on the wide range of cultural encounters facilitated by journeys for purposes of pilgrimage, study, diplomacy, exploration, migration and tourism, and on the varied descriptions of such encounters in forms of literary expression associated with travel, including poetry, pilgrimage manuals, narrative accounts, letters, memoirs, and graffiti. Authors include Biruni, Ibn Jubayr, Ibn Battuta, Evliya Çelebi, al-Tahtawi, Farahani, Abu Talib Khan, Asayesh. *Normally alternates with REL 364.*

Prerequisite: Open to juniors and seniors, students who have taken at least one unit in Middle Eastern Studies, and by permission of the instructor.
Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

For Credit Towards the Major

Students wishing to take related courses for their major or minor outside the department must obtain approval of their advisor in advance.

Directions for Election

The major consists of a minimum of nine units, at least two of which must be at the 300-level, including a seminar, and no more than two 100-level courses. A maximum of three courses taken outside the Department may be counted toward the major, no more than two of which may be taken at an institution other than Wellesley.

The major requires both a concentration in a specific field of study and adequate exposure to the diversity of the world's religions and cultures. To ensure depth, a major must present a concentration of at least four courses, including a seminar, in an area of study that she has chosen in consultation with and approved by her departmental advisor. This concentration may be defined by, for example, a particular religion, cultural-geographical area, canon, period of time, or theme. To promote breadth, a major must complete a minimum of two courses, also to be approved by her departmental advisor, devoted to religious cultures or traditions that are distinct both from each other and from the area of concentration. All majors are urged to discuss their courses of study with their advisors before the end of the first semester of their junior year.

The minor consists of a minimum of five courses, including at least one seminar and no more than two 100-level courses. Three of the five courses, including a seminar, should be within an area of concentration chosen by the student in consultation with and approved by her departmental advisor.

For some students, studies in the original language of religious traditions will be especially valuable. Majors and minors interested in pursuing language study should consult their advisors to determine the appropriateness of such work for their programs.

Honors

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Department of Russian

Professor: *Hodge[A2] (Chair–Fall)*

Associate Professor: *Weiner[A1] (Chair–Spring)*

Lecturer: *Bishop*

Visiting Lecturer: *Corrigan*

Lecturer in Russian Language: *Epsteyn*

Since its founding in the 1940s by Vladimir Nabokov, the Russian Department has dedicated itself to excellence in literary scholarship and undergraduate teaching. Our four faculty members specialize in different areas of Russian language and literature and incorporate a broad range of cultural material—including history, music, and visual art—into their courses. Numerous activities both inside and outside the classroom are designed to enrich students' appreciation of the achievements and fascinating traditions of Russian civilization. At the same time, we give our students critical skills that will serve them outside the Russian context.

RUSS 101 Elementary Russian I

Hodge

Introduction to Russian grammar through oral, written, and reading exercises; special emphasis on oral expression. *Four periods.*

Prerequisite: None
Distribution: None
Semester: Fall, Wintersession Unit: 1.0

RUSS 102 Elementary Russian II

Weiner

Continued studies in Russian grammar through oral, written, and reading exercises; special emphasis on oral expression; multimedia computer exercises. *Four periods.*

Prerequisite: 101 or equivalent
Distribution: None
Semester: Spring Unit: 1.0

RUSS 125/WRIT 125 Great Short Stories from Russia (in English)

Bishop

Russian literature has given the world some of the best stories ever told, and this course surveys two centuries' worth of them. Someone once quipped that all of twentieth-century Russian literature came out of Nikolai Gogol's "Nose." And so we begin with "The Nose" and other ridiculous stories by Gogol. We will go on to read some of the finest short stories of Chekhov, and the Nobel Prize winner Ivan Bunin. The grotesque realism of Isaac Babel's stories and the magical realism of Vladimir Nabokov's also lie within the scope of this course. We will conclude with the late- and post-Soviet stories of Tatiana Tolstaia and Liudmila Petrushevskaia. *No prior knowledge of Russian language or literature is required. This course satisfies the requirements for Writing 125 and counts as a unit towards a major in Russian Language and Literature. Three periods.*

Prerequisite: None. Open only to first-year students.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

RUSS 201 Intermediate Russian I

Corrigan

Conversation, composition, reading, music, comprehensive review of grammar; special emphasis on speaking and writing idiomatic

Russian. Students learn and perform a play in Russian in the course of the semester. *Four periods.*

Prerequisite: 102 or equivalent
Distribution: Language and Literature
Semester: Fall Unit: 1.0

RUSS 202 Intermediate Russian II

Bishop

Conversation, composition, reading, popular music, continuation of grammar review; special emphasis on speaking and writing idiomatic Russian. Students read unadapted short stories by Pushkin and Zamiatin and view classic films such as *Brilliantovaia ruka. Four periods.*

Prerequisite: 201 or equivalent
Distribution: Language and Literature
Semester: Spring Unit: 1.0

RUSS 203W/303W Russian in Moscow

Epsteyn

This course is offered as an immersion experience, designed to improve students' oral proficiency in Russian while introducing them to the literary treasures of Russia's capital. Mornings students study language with a Wellesley College instructor and a Muscovite instructor. Afternoons and evenings they visit literary sites associated with Moscow's great writers. On selected evenings, students attend plays, operas and concerts based on literary sources. *This course may be taken as either 203W or, with additional assignments, 303W. Not offered every year. Subject to Dean's Office approval.*

Prerequisite: 203: 201 or permission of the instructor; 303: 301 or permission of the instructor. Application required.
Distribution: Language and Literature
Semester: Wintersession Unit: 1.0

RUSS 250 Research or Individual Study

Prerequisite: Open by permission to qualified students.
Distribution: None
Semester: Fall, Spring Unit: 1.0

RUSS 250H Research or Individual Study

Prerequisite: Open by permission to qualified students.
Distribution: None
Semester: Fall, Spring Unit: 0.5

RUSS 251 The Nineteenth-Century Russian Classics: Passion, Pain, Perfection (in English)

Hodge

Survey of Russian fiction from the Age of Pushkin (1820s–1830s) to Tolstoy's mature work (1870s) focusing on the role of fiction in Russian history, contemporaneous critical reaction, literary movements in Russia, and echoes of Russian literary masterpieces in the other arts, especially film and music. Major works by Pushkin (*Eugene Onegin*, "The Queen of Spades"), Lermontov (*A Hero of Our Time*), Gogol (*Dead Souls*, "The Overcoat"), Pavlova (*A Double Life*), Turgenev (*Fathers and Sons*), Tolstoy (*Anna Karenina*), and Dostoevsky (*Crime and Punishment*) will be read. *Taught in English. Two periods.*

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

RUSS 255 Soviet and Russian Film (in English)

Bishop

The masterpieces of Russian film from the 1920s to the present day will be screened, analyzed, and discussed. Students will explore the famous techniques and themes developed by legendary Russian/Soviet filmmakers, including Eisenstein, Vertov, Tarkovsky and Mikhalkov. We will treat these films as works of art, examining the ways in which directors, like authors of novels and other literary genres, create a fictional world. Guest lecturers will comment on specific issues. *Taught in English. Two periods.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

RUSS 272 Politically Correct: Ideology and the Nineteenth-Century Russian Novel (in English)

Hodge

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. Is there a "politically correct" set of responses for artists active under a repressive regime? We examine various Russian answers to this question through an intensive analysis of the great ideological novels at the center of Russia's historic social debates from the 1840s through the 1860s. The tension between literary Realism and political exigency will be explored in the fictional and critical works of Herzen, Turgenev, Chernyshevsky, Goncharov, Dobroliubov, Dostoevsky, and Pisarev. Representative works from the nonliterary arts will supplement reading and class discussion. *Taught in English. Two periods.*

Prerequisite: None
Distribution: Language and Literature
Semester: N/O. Offered in 2009-10. Unit: 1.0

RUSS 276 Fedor Dostoevsky: The Seer of Spirit (in English)

Corrigan

Probably no writer has been so detested and adored, so demonized and deified, as Dostoevsky. This artist was such a visionary that he had to reinvent the novel in order to create a form suitable for his insights into the inner life and his prophecies about the outer. To this day readers are mystified, outraged, enchanted, but never unmoved, by Dostoevsky's fiction, which some have tried to brand as "novel-tragedies," "romantic realism," "polyphonic novels," and more. This course challenges students to enter the fray and explore the mysteries of Dostoevsky themselves through study of his major writings. *Taught in English. Two periods.*

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

RUSS 277 Lev Tolstoy: Russia's Ecclesiast (in English)

Corrigan

An odyssey through the fiction of the great Russian novelist and thinker, beginning with his early works (*Sevastopol Stories*) and focusing on *War and Peace* and *Anna Karenina*, though the major achievements of Tolstoy's later period will also be included (*A Confession, The Death of Ivan Ilich*). Lectures and discussion will examine the masterful techniques Tolstoy employs in his epic explorations of human existence, from mundane detail to life-shattering cataclysm. Students are encouraged to have read the Maude translation of *War and Peace* (Norton Critical Edition) before the semester begins. *Taught in English. Two periods.*

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

RUSS 282 From Russia With Love: Family and Sexuality in Twentieth-Century Russian Literature (in English)

Bishop

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. Tolstoy famously wrote, "All happy families are alike; each unhappy family is unhappy in its own way." Beginning with his controversial novella, *The Kreutzer Sonata*, we will discuss love and family in Russian literature, a problem which becomes particularly complicated in the twentieth century. We will explore issues of androgyny in the writings of the symbolists, the regimentation of sex in Zamiatin's anti-utopian novel *We*, questions of disease and sterility in Solzhenitsyn's *Cancer Ward*, and adultery in Pasternak's *Dr. Zhivago*. We will revisit the eternal literary theme of generational conflict, specifically in the form of mothers and daughters in the writings of Tsvetaeva and Petrushevskaia. We will also view and analyze films such as *Bed and Sofa* and *Commissar. Taught in English. Two periods.*

Prerequisite: None
Distribution: Language and Literature
Semester: N/O. Offered in 2009-10. Unit: 1.0

RUSS 286 Vladimir Nabokov (in English)

Weiner

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. An examination of the artistic legacy of the great novelist, critic, lepidopterist, and founder of the Wellesley College Russian Department. Nabokov's works have joined the canon of twentieth-century classics in both Russian and English literature. Students will explore Nabokov's English-language novels (*Lolita, Pnin, Pale Fire*) and the authorized English translations of his Russian works (*The Defense, Despair, Invitation to a Beheading*). *Taught in English. Two periods.*

Prerequisite: None
Distribution: Language and Literature
Semester: N/O. Offered in 2009-10. Unit: 1.0

RUSS 301 Advanced Russian

Epsteyn

Topic for 2008-09: Moscow. Students will become experts in one of the great overarching themes of Russian culture: Moscow. We will read and discuss texts, view films, listen to music, and compose essays on the theme of Russia's historic capital. The course includes study of grammar, vocabulary expansion with strong emphasis on oral proficiency and comprehension. At the end of the semester each student will write a final paper and present to the class her own special research interest within the general investigation of Moscow's history, traditions, culture, and art. *Taught in Russian. Three periods.*

Prerequisite: 201-202 or the equivalent
Distribution: Language and Literature
Semester: Fall Unit: 1.0

RUSS 302 Advanced Russian II

Epsteyn

Topic for 2008-09: Children and Laughter in Russia. Students will enter the world of Russian children's folklore, literature, songs, film, and animation. From lullabies to folktales, from Pushkin's skazki, animal fables by Krylov, didactic stories by Tolstoy we will move on to examine the contribution of Soviet authors from the early 1920s to the present (V. Maiakovsky, K. Chukovsky, S. Marshak, D. Kharms, M.

Zoshchenko, A. Gaidar, N. Nosov, E. Uspensky, G. Oster) and their effect on the aesthetic development and ethical upbringing of children in Russia. The course emphasizes oral proficiency, extensive reading and weekly writing assignments. Students will create and present a final project on their own special research interest. *Taught in Russian. Two periods.*

Prerequisite: 301 or the equivalent
Distribution: Language and Literature
Semester: Spring Unit: 1.0

RUSS 333 Nineteenth-Century Russian Narrative Poetry: Tales of Mystery and Adventure (in Russian)

Hodge

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. Students will immerse themselves in the famous *poemy* of Derzhavin, Zhukovskii, Pushkin, Baratynskii, Kozlov, Lermontov, and Nekrasov, analyzing ballads and verse tales devoted to the natural and the supernatural. Exotic "Oriental" cultures as well as high and low Russian culture serve as the backdrop for these dramatic verse narratives. Russian painting, music, and history will enrich our discussions of Russian Romanticism in the poetry.

Prerequisite: 301 or 302 as prerequisite or corequisite.
Distribution: Language and Literature
Semester: N/O. Offered in 2009-10. Unit: 0.5

RUSS 350 Research or Individual Study

Prerequisite: Open by permission to qualified students.
Distribution: None
Semester: Fall, Spring Unit: 1.0

RUSS 350H Research or Individual Study

Prerequisite: Open by permission to qualified students.
Distribution: None
Semester: Fall, Spring Unit: 0.5

RUSS 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

RUSS 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

RUSS 376 Fedor Dostoevsky's Short Stories (in Russian)

Corrigan

A Russian-language course designed to supplement 276 above, though 376 may be taken independently. Students will read and discuss, in Russian, major short works by Dostoevsky. *One period.*

Prerequisite: 301 or 302 as prerequisite or corequisite.
Distribution: Language and Literature
Semester: Fall Unit: 0.5

RUSS 377 Lev Tolstoy's Short Stories (in Russian)

Corrigan

A Russian-language course designed to supplement 277 above, though 377 may be taken independently. Students will read and discuss, in Russian, major short works by Tolstoy. *One period.*

Prerequisite: Prerequisite or corequisite: 301 or 302
Distribution: Language and Literature
Semester: Spring. Unit: 0.5

RUSS 386 Vladimir Nabokov's Short Stories (in Russian)

Weiner

NOT OFFERED IN 2008-09. OFFERED IN 2009-10. A Russian-language course designed to supplement 286 above, though 386 may be taken independently. Students will read and discuss, in Russian, major short works by Nabokov. *One period.*

Prerequisite: 301 or 302 as prerequisite or corequisite.
Distribution: Language and Literature
Semester: N/O. Offered in 2009-10. Unit: 0.5

Related Courses

For Credit Towards the Major

CPLT 284 Magical Realism

Directions for Election

Students majoring in Russian should consult the chair of the department early in their college career. For information on all facets of the Russian department, please visit www.wellesley.edu/Russian/rusdept.html.

Students who cannot take RUSS 101 during the fall semester are strongly encouraged to take 101 during Wintersession; those interested in doing so should consult the chair early in the fall term.

Advanced courses on Russian literature and culture are given in English translation at the 200 level; corresponding 300-level courses offer supplemental reading and discussion in Russian. Please refer to the descriptions for 376, 377, 382, and 386 above.

The Major in Russian Language and Literature

A student majoring in Russian Language and Literature must take at least eight units in the department above RUSS 102, including:

1. language courses through 302;
2. RUSS 251;
3. two 200-level courses above 251; and
4. one unit of 300-level coursework above 302 other than 350, 360, and 370.

RUSS 101 and 102 are counted toward the degree but not toward the Russian major.

Thus, a student who begins with no knowledge of Russian would typically complete the following courses to major in Russian: 101 and 102, 201 and 202, 301 and 302; 251; two 200-level literature courses above 252; and one unit from 300-level literature courses.

The Minor in Russian Language

A student minoring in Russian must take at least five units in the department above RUSS 102, at least one of which must be at the 300 level.

Honors

Students may graduate with honors in Russian either by writing a thesis or by taking comprehensive examinations. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. Students electing to take comprehensive examinations have a series of non-credit-bearing weekly tutorials on four special topics in Russian literature or culture (or both) over the entire course of their senior year; these topics must be chosen under the guidance of the chair and will normally be related to the coursework the student has completed; at the end of the student's final semester at Wellesley, she takes six written examinations over the course of one week: four on her special topics, and two language examinations. Students who wish to attempt either honors exercise should consult the chair early in the second semester of their junior year. See Academic Distinctions.

Study Abroad

Majors are encouraged to enroll in summer language programs to accelerate their progress in the language. Credit toward the major is normally given for approved summer or academic-year study at selected institutions in the U.S. and Russia. Major credit is also given for approved junior year abroad programs.

Russian Area Studies

Students interested in an interdepartmental major in Russian area studies are referred to the following and should visit the Russian area studies Web pages at www.wellesley.edu/Russian/RAS/rashome.html. Attention is called to Russian area studies courses in history, economics, political science, anthropology, and sociology.

Russian Area Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Tumarkin (History)*

Advisory Committee: *Hodge*^{A2} *(Russian), Kohl (Anthropology), Tumarkin (History), Weiner*^{A1} *(Russian)*

Sir Winston Churchill called Russia "a riddle wrapped in a mystery inside an enigma." The Russian Area Studies program explores Russia and the former Soviet Union, a vast region stretching from Poland to the Pacific Ocean, a land of extremes: anarchy and totalitarianism; supergrowth and stagnation; stability and dramatic volatility. The world's largest producer of oil and gas, Russia has also given the world one of its most glorious literary and musical canons. The Russian Area Studies Program is based on the premise that the region is best explored through an interdisciplinary study of its culture, history, politics, and language. The program prepares students for a range of careers, including work in government, business, academia, and the arts.

A major in Russian Area Studies consists of a minimum of eight units. Majors are normally required to take four units of the Russian language above the 100 level: RUSS 201-202 and RUSS 301-302. In addition, a major's program should consist of at least four non-language units drawn from Russian Area Studies, Russian history, literature, and politics, as well as relevant courses in anthropology and comparative literature (see listings below). At least two of a major's units should come from outside the Russian department and the Comparative Literature program. Majors are required to take at least two units of 300-level coursework, at least one of which should be drawn from outside the Russian Department. Prospective majors are strongly encouraged to take HIST 211 (Bread and Salt: Introduction to Russian Civilization) as a basic introduction to Russian Area Studies.

Majors are encouraged to take advantage of various programs of study in the former Soviet Union, including the opportunity to spend a semester or year on exchange at a university in Russia or one of the other former Soviet republics. Majors who are contemplating postgraduate academic or professional careers in Russian Area Studies are encouraged to consult with faculty advisors, who will assist them in planning an appropriate sequence of courses. For more information on the Russian Area Studies program, students may consult the Wellesley College Russian Area Studies Web pages: www.wellesley.edu/Russian/RAS/rashome.html.

Honors

Seniors who wish to graduate with Honors in the major must write an Honors thesis. Applicants for Honors must have minimum 3.5 GPA in the major (in courses above the 100 level). Interested students should discuss their ideas and plans with their advisor, the program chair, or a member of the advisory committee as early as possible in their junior year.

The following courses are available for majors in Russian Area Studies:

RAST 211/ANTH 211 Wintersession Program in the Republic of Georgia

Kohl (Anthropology)

Students travel to Tbilisi, Georgia for Wintersession. They attend lectures in English at Tbilisi State University on Georgian history, language and culture and on contemporary political developments there and visit sites of historical interest in and around Tbilisi. They live with Georgian families and spend three weeks completing a self-designed internship with a local organization. *Students may register for either RAST 211 or ANTH 211 and credit will be granted accordingly. Not offered every year. Subject to Dean's office approval.*

Prerequisite: One course in Russian area studies or anthropology. Application required.
Distribution: Social and Behavioral Analysis or Historical Studies
Semester: Wintersession Unit: 0.5

RAST 212/ES 212 Lake Baikal: The Soul of Siberia

Moore (Biological Sciences) and Bishop (Russian)

The ecological and cultural values of Lake Baikal—the oldest, deepest, and most biotically rich lake on the planet—are examined. Lectures and discussion in spring prepare students for the three-week field laboratory taught at Lake Baikal in eastern Siberia in August. Lectures address the fundamentals of aquatic ecology and the role of Lake Baikal in Russian literature, history, art, music, and the country's environmental movement. Laboratory work is conducted primarily out-of-doors and includes introductions to the flora and fauna, field tests of student-generated hypotheses, meetings with the lake's stakeholders, and tours of ecological and cultural sites surrounding the lake. *Students may register for either RAST 212 or ES 212 and credit will be granted accordingly. Not offered every year. Subject to Dean's office approval.*

Prerequisite: BISC 111, RUSS 101, and permission of the instructors. Preference will be given to students who have also taken HIST 211. Application required.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

RAST 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

RAST 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

RAST 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

For Credit Toward the Major

ANTH 247 Societies and Cultures of Eurasia

ANTH 319 Nationalism, Politics, and the Use of the Remote Past

CPLT 284 Magical Realism

HIST 211 Bread and Salt: Introduction to Russian Civilization

HIST 246 Vikings, Icons, Mongols, and Tsars

HIST 247 Splendor and Serfdom: Russia Under the Romanovs

HIST 248 The Soviet Union: A Tragic Colossus

HIST 301 Seminar. Women of Russia: A Portrait Gallery

POL2 206 Politics and Foreign Policy of Russia

RUSS 251 The Nineteenth-Century Russian Classics: Passion, Pain, Perfection (in English)

RUSS 255 Soviet and Russian Film (in English)

RUSS 272 Politically Correct: Ideology and the Nineteenth-Century Russian Novel (in English)

RUSS 276 Fedor Dostoevsky: The Seer of Spirit (in English)

RUSS 277 Lev Tolstoy: Russia's Ecclesiast (in English)

RUSS 282 From Russia with Love: Family and Sexuality in Twentieth-Century Russian Literature (in English)

RUSS 286 Vladimir Nabokov (in English)

RUSS 302 Children and Laughter in Russia (in Russian)

RUSS 333 Nineteenth-Century Russian Narrative Poetry: Tales of Mystery and Adventure (in Russian)

RUSS 376 Fedor Dostoevsky's Short Stories (in Russian)

RUSS 377 Lev Tolstoy's Short Stories (in Russian)

RUSS 386 Vladimir Nabokov's Short Stories (in Russian)

In addition to the courses listed above, students are encouraged to incorporate into their Russian Area Studies programs the rich offerings from MIT and Brandeis.

Department of Sociology

Professor: *Cuba*[A2], *Cushman (Chair), Hertz, Imber*

Visiting Professor: *Turner*

Associate Professor: *Levitt*

Assistant Professor: *Radhakrishnan, Rutherford*[A]

Lecturer: *Swingle*

Sociology is the systematic and scientific study of social life, including informal and formal organizations and the multiple ways that people collectively give meaning to their behavior and lives. The scope of sociology ranges from the analysis of passing encounters between individuals in the street to the investigation of broad-scale global social change. Sociology brings a unique perspective to the study of institutional and collective forms of social life, including the family, human rights, mass media and popular culture, social movements, migration, the professions, and global systems and processes. Research is conducted across many cultures and historical periods in order to illuminate how social forces such as class, gender, race, and ethnicity, age, group membership, and culture shape human experience. Sociologists use multiple methods including surveys, interviews, participant observation, and material and textual analyses.

SOC 102 The Sociological Perspective: An Introduction to Sociology

Rutherford

NOT OFFERED IN 2008-09. Thinking sociologically enables us to understand the intersection of our individual lives with larger social issues and to grasp how the social world works. Students in this course will become familiar with the background of sociology and the core analytical concepts employed by sociologists. Students will also gain familiarity with the major substantive topics explored by sociology, with focused attention given to the study of cultural formation, social identities, social control, social inequality, and globalization.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 103 Social Problems of Youth: An Introduction to Sociology

Imber

NOT OFFERED IN 2008-09. Perspectives on the creation of and response to the problems of young people. The problem of generations and relations between young and old. Perceptions of personal freedom and social responsibility with respect to public issues that directly affect youth including alcohol, tobacco, drugs, gambling, guns, and sexuality.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 105 Doing Sociology—Applying Sociological Concepts to the Real World

Levitt

The goal of this course is to learn to analyze real life situations using sociological tools. The course is organized around a series of exercises that will teach students different analytical techniques and explore sociological theories and concepts. Projects may include reading novels, analyzing films, working with census data, interviewing, conducting surveys, participant observation, debating, and a small independent research project. Each project will focus on a sub-field in the discipline and will serve as a platform from which students can explore basic theories, analytic categories, and methods. Students will work individually, in pairs, and in small groups.

Prerequisite: Open to first-year students only.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 108 Thinking Global: An Introduction to Sociology

Radhakrishnan

How are your personal problems related to larger issues in society and the world? In what ways do global economic and political shifts affect your personal trajectory as a college student in the United States? In this course, you will come to understand sociology as a unique set of tools with which to interpret your relationship to a broader socio-political landscape. By integrating classic readings in the discipline of sociology with the principles of global political economy, we will analyze and contextualize a range of social, economic, and political phenomena at the scales of the global, the national, the local, and the individual.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 109 Race and Ethnicity: An Introduction to Sociology

NOT OFFERED IN 2008-09. Introduction to sociology with special attention to issues of race and ethnicity. Overview of the key concepts, theoretical frameworks, and methods in the field and exploration of major questions in the sociological study of race and ethnicity. One major course goal is to heighten awareness of the social patterns, institutions, and structures that are an integral, unquestioned part of everyday life and to provide tools to analyze and criticize them. Examination of the ways in which groups in multiethnic societies around the globe come together and interact over time.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 138 Deviance and Conformity: An Introduction to Sociology

Cuba

Why are some behaviors, differences, and people considered deviant or stigmatized while others are not? This introductory sociology course examines several theories of social deviance that offer different answers to this question. We will focus on the creation of deviant categories and persons as interactive processes involving how behaviors are labeled as deviant, how people enter deviant roles, how others respond to deviance, and how those labeled as deviant cope with these responses.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 190/ECON 103 Introduction to Probability and Statistical Methods

Levine (Economics), McEwan (Economics), Swingle, McKnight

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand problems in economics and sociology. Using examples drawn from these fields, this course focuses on basic concepts in probability and statistics, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. Data analysis exercises are drawn from both academic and everyday applications. *Students must register for a laboratory section which meets an additional 70 minutes each week. Students may register for either SOC 190 or ECON 103 and credit will be granted accordingly.*

Prerequisite: One course in sociology or ECON 101 or 102 and fulfillment of the basic skills component of the quantitative reasoning requirement. Not open to students who have taken or are taking MATH 220, PSYC 205 or POL 199.
Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement. Does not satisfy the laboratory requirement.
Semester: Fall, Spring, Summer Unit: 1.0

SOC 200 Classical Sociological Theory

Imber

Origins of modern sociology, beginning with nineteenth-century founders, Comte, Spencer, and Marx. Examination of specific sociological ideas and theories, considering such questions as: How is society possible? What are the noncontractual aspects of contract? Who commands authority and how does it change? Exploration of the canon of classical sociological theory with special emphasis on the place of women and African Americans in the history of that canon.

Prerequisite: One 100-level unit. Required of all majors.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 201 Contemporary Social Theory

Cushman

An overview of important twentieth-century social and cultural theories. Special emphasis on critical theories of modernity and postmodernity and on application of theories to empirical case studies.

Prerequisite: 200. Required of all majors.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 202 Introduction to Human Rights

Cushman

Human rights is one of the most powerful approaches to social justice in the contemporary world, yet it is a rapidly developing and changing system. This course offers a critical analysis of human rights as a social, cultural, and legal system. It explores the historical and philosophical origins of the contemporary human rights system and its growth and development as a global social movement over the last few decades. This includes the diversification of rights to include social, economic and cultural rights and the collective rights of indigenous peoples. The course examines the ongoing controversy between human rights' claims to universalism in contrast to assertions of cultural difference. Special topics include the rise of non-governmental human rights organizations, humanitarianism as an ideology, debates on military humanitarian interventions, the emergence of violence against women as a human rights issue, and the forms and types of justice in societies that have experienced large-scale violence.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 205/WOST 211 American Families and Social Equality

Hertz

American families are undergoing dramatic changes in social, political, and economic arenas: the rise of the dual-worker family, the increasing number of single mothers, the demands of family rights by gay and lesbian families, and the growing numbers of couples having children at older ages. The new economy poses real challenges for American parents as the social and economic gaps between families continues. As women dedicate a greater proportion of their time to the workplace, more children are cared for outside the home. How do children view parents' employment? How do families function when they have only limited hours together? What does fatherhood mean in these families? Using a provocative blend of social science, novels, and memoirs, we will examine how gender, race, ethnicity, and social class shape the experience of family life in the contemporary United States. *Students may register for either SOC 205 or WOST 211 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 209 Social Inequality

Rutherford

NOT OFFERED IN 2008-09. This course examines the distribution of social resources to groups and individuals, as well as theoretical explanations of how unequal patterns of distribution are produced, maintained, and challenged. Special consideration will be given to how race, ethnicity, and gender intersect with social class to produce different life experiences for people in various groups in the United States. Consideration will also be given to policy initiatives designed to reduce social inequalities and alleviate poverty-related issues.

Prerequisite: One 100-level unit or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 212 Comparative Sociology and Demography of the Family

Swingle

An examination of the forces that shape contemporary living arrangements in American society and others. This course will cover a wide expanse of recent demographic research, including explanations for the variety of family forms based on kinship and non-kinship; changes in the meaning of marriage as well as the opportunities for marriage in Western countries; the increasing prevalence of single living in the United States.; the meaning and function of friendship in different societies; the links between living arrangements and other institutions such as school and work; and the economic, social and psychological effects of living arrangements on women, men, and children. Cross-national comparisons will be used in the course to highlight similarities and differences to American living arrangements.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 216 Sociology of Mass Media and Communications

NOT OFFERED IN 2008-09. Analysis of the interplay between social forces, media, and communication processes in contemporary society. Significance of historical changes from oral to written communication, development and structure of modern forms of mass media such as radio, television, and film; political economy of the mass media, rise of advertising and development of consumer culture; mass media in the formation of cultural representations of other societies and cultures, role of the media in the process of identity formation, and in the democratic process. Discussions of the rise and social implications of the Internet. Students will use computer technologies to analyze mass media.

Prerequisite: One 100-level unit or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 217 Power: Personal, Social, and Institutional Dimensions

Cuba

NOT OFFERED IN 2008-09. The study of power extends far beyond formal politics or the use of overt force into the operation of every institution and every life: how we are influenced in subtle ways by the people around us, who makes controlling decisions in the family, how people get ahead at work, whether democratic governments, in fact, reflect the "will of the people." This course explore some of the major theoretical issues involving power (including the nature of dominant and subordinate relationships and types of legitimate authority) and examines how power operates in a variety of social settings: relations among men and women, professions, corporations, cooperatives, communities, nations and the global economy.

Prerequisite: One 100-level unit or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 218 Religion in Contemporary Society

Levitt

NOT OFFERED IN 2008-09. This course explores the relationship between society and religious institutions, beliefs, and practices. Some of the topics we cover include whether or not modern society is becoming more secular, the place of religion in politics, religious conversion, fundamentalism, new religious movements, the globalization of religion, and religiously-motivated terrorism. These themes will be explored using classical and contemporary sociological theories and empirical data.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 221 Globalization

Levitt

McDonald's®, Starbucks®, and the Gap® are now common features on the street corners of Europe, South America, and Asia. Arnold Schwarzenegger enjoys unprecedented popularity in the Far East while Americans are fascinated by karaoke and Indian films. Does this globalization of production and consumption mean that people all over the globe are becoming the same? In this course, we will explore the globalization of social organization. We will examine the different ways in which economic, political, and cultural institutions are organized in the increasingly interdependent world in which we live, compare them to those in the past, and explore their consequences.

Prerequisite: One 100-level unit or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 231 The Sociology of Art, Media, and Culture—Comparative Perspectives

Levitt

In this era of globalization, many aspects of social life span national boundaries. In his book, *Imagined Communities,* Benedict Anderson stressed the role of the media in creating nations. How does the relationship between art, culture, and society change when communities cross national borders? What role does the media play in creating new kinds of publics? This course examines the globalization of the artistic and cultural worlds and how artistic products change in response. We will look at high and popular cultural forms of painting, music, film, and writing. We will explore the interactions between artists, their audiences, and the curators, editors, and music industry moguls who are the gatekeepers of the culture industry.

Prerequisite: One 100-level unit or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 233 Gender and Power in South Asia

Radhakrishnan

NOT OFFERED IN 2008-09. How do issues of gender continue to figure into the political agendas of contemporary South Asia? In this course, we will address the gendered dimensions of contemporary social, political, and economic debates in South Asia, while coming to grips with changing roles and representations of South Asian women. Topics to be covered will include women's movements, the legal system, contemporary regional politics, the new economy, and popular culture.

Prerequisite: One 100-level unit or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 234 Gender and International Development

Radhakrishnan

As theoretical approaches to studying gender have shifted in the academic world, practical approaches to international development have changed to reflect them. In this course, we will focus on the relationship between theories of gender and their translation into policies and programs designed to ameliorate the lives of the world's poorest over the past several decades. In so doing, we will discuss the major trends in feminist theorizing, particularly in the postcolonial world, as well as the shifting paradigms of local and global organizations in designing and implementing "local" development projects. Topics to be addressed include microfinance, water distribution, land reform and economic liberalization in Asia, Africa, and Latin America.

Prerequisite: One 100-level unit or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 245 Asian Societies

Turner

This course examines modern Asian societies in comparative-historical perspective. The main emphasis will be on (1) Asian cultures, including religion (2) changes in gender and sexual relationships (3) changing political structures with special reference to citizenship and human rights, and finally (4) the impact of globalization on Asia. The course will not cover every country that can be considered as 'Asian' and it presupposes no prior knowledge of Asian society and history. Asian societies will be examined through the lenses of some of the most important classical and modern anthropologists and sociologists in the study of Asia : Max Weber, Edward Said, Gunnar Myrdal and Clifford Geertz as well as modern writers such as Robert Bellah, Robert Hefner, Benedict Anderson and Anthony Reid.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 249 Celebrity, Fame and Fortune

Imber

NOT OFFERED IN 2008-09. A critical examination of the concept of status in sociological and social-scientific thinking. Focus on the historical rise of fame and its transformation into celebrity in the modern era. The relationship of status and violence. The meaning of sudden changes in good and bad fortune as attributes of status, including contemporary examples such as lottery winners, disgraced politicians, and media-driven attention to the powerful and pathetic. Fame and celebrity among women and minorities. The psychopathologies of leadership and conformity in political, religious, and educational institutions.

Prerequisite: One 100-level unit or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 251 Sociology of Race

Radhakrishnan

Racial categorization is an abstraction, yet its effects on our individual and collective lives are acutely real. How can we understand the mechanisms of racial domination in our society? In this class, we will move towards the formulation of a sociological conception of race by examining race comparatively in societies around the world. We will question and examine our own notions of race made in the United States, even as we explore institutions of racial domination in other parts of the world. Case studies will include the penal system in the United States, apartheid and post-apartheid states in South Africa, Brazil's "racial democracy," Chicago's Black Metropolis, and caste systems in India and Japan, among other examples.

Prerequisite: Any 100-level social science course or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 259 The Sociology of International Justice

Cushman

NOT OFFERED IN 2008-09. Examination of the formal and informal strategies used by societies to achieve justice in the face of human rights violations, political crimes, and war. Focus on just war theory, war crimes tribunals, truth and reconciliation commissions, amnesties, apologies, and forgiveness as modes of justice in a variety of settings in the modern world. Analysis of the globalization of human rights and international justice through case study of the International Criminal Court. Students will participate in moot court exercises which simulate legal reasoning and formal legal procedures in international settings.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 275 The Sociology of the Body

Turner

The sociology of the body is a relatively recent development in modern sociology. The course will explore the many ways in which the question of the body obtrudes into our daily lives—modern consumerism employs the body as a dominant mode for articulating the desire for goods and in the process the body itself becomes a commodity; the exploitation of women's bodies raises the question about whether the gendered body is "socially constructed." In addition, developments in modern medicine, specifically micro-biological revolutions, have raised the issue of the "posthuman body" and the development of cloning, stem-cell research and regenerative medicine have suggested to some that human longevity has no natural limits and hence we could "live forever." The course will examine a range of substantive topics: gender and sexual identity; illness and disease; dance and performance; body and consumerism; body and sport; medical interventions and old age; the body and religion; body, cognition and emotions; human vulnerability and human rights.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 277 Masculinities

Cushman, Imber

An examination of the complexities and transformations of male identity and manhood, beginning with basic biological accounts and exploring the historical, philosophical, political, economic, psychological, cultural, and ideological nature of the idea of maleness and masculinity. Topics include: the social construction of masculinity; men and war; feminist perspectives on patriarchy, male-dominance, and pornography; the feminized male and metrosexual; social movements that challenge traditional masculine identities; heterosexuality and homosexuality; male bonding and friendship; male stereotyping and manliness.

Prerequisite: Open to sophomores, juniors, and seniors.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 301 Methods of Social Research

Swingle

Focus on quantitative methods of data collection and analysis. Beginning with modes of data presentation, students will practice with existing data sets to describe and explain social variation in different populations. Building on this extension of basic statistics (SOC 190/ECON 103 or [QR 199]), this course will be devoted primarily to an examination of the logic of survey analysis from the development of hypotheses and construction of a survey instrument to the analysis and reporting of results. Discussion sessions and exercises will address issues of sampling, validity, and reliability; models of causation and elaboration; data coding, cleaning, and analysis. The course will also review multiple methods of research, content analysis, triangulation, and case studies.

Prerequisite: 190/ECON 103, [QR 199] or permission of instructor. Required of all sociology majors.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 302 Seminar. Advanced Topics in Human Rights

Cushman

NOT OFFERED IN 2008-09. This course focuses on central human rights problems and issues in contemporary global society from a social science perspective. The seminar is topical and the following issues will be examined: humanitarianism, genocide and genocide prevention, global slavery, sex and organ trafficking, stateless peoples, and the persistence of torture in the modern world. The seminar will rely on case studies of each of the topics and aims to provide students with a concrete sociological understanding of these global social problems.

Prerequisite: 202 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 303 Comparative Perspectives on Religion and Politics

Levitt

This course examines the relationship between religion and politics in the United States and around the world. How does religiosity shape political participation in different contexts? How do different countries manage religious pluralism and the relationship between church and state? How do global religious movements influence religious life in local contexts? The course will be organized around comparative case studies from around the world chosen to highlight the effect of history, demography, and economic development on religious and political life. At the end of the semester, we will compare what we have learned to the U.S. context.

Prerequisite: One 100-level course in a social science discipline or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 306/WOST 306 Women and Work

Hertz

The biggest force for change in the U.S. economy has been the growing diversity of the American labor force. The first half of the course emphasizes the impact of gender and racial diversity on the nature of work in America. We will discuss four key aspects: (1) the dynamics of gender and race in the workplace; (2) the tensions between work/family and gender equity; (3) the struggle to integrate women into male-dominated occupations and professions; and (4) the challenges for women in leadership roles. The second half of the course will focus on women as critical to the "new" global workforce in selected regions. We will discuss: (1) women's migration and domestic work; (2) the paradox of caring for others while leaving one's children behind; (3) women in global factories; and (4) women's activism in their home communities. *Students may register for either SOC 306 or WOST 306 and credit will be granted accordingly.*

Prerequisite: One course in ANTH, SOC, ECON, or WOST at the 200-level or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 309 Seminar. Topics in Inequality

Topic A for 2008-09: Critical Intersections: Race, Class, Gender, and Nation

Radhakrishnan

In an increasingly borderless world, does the nation still inspire a sense of community and belonging? How are nations built and sustained? In this course, we tackle these questions through the vocabularies of feminism, critical race theory, and postcolonial critique. By focusing on the mutual constitution of race, class, and gender, we will think about the nation as a tenuous patchwork of meanings that work together in different ways across various historical and spatial contexts, such as the U.S, India, and South Africa.

Prerequisite: At least one course in the social sciences or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

Topic B: Language, Power, and Society

Rutherford

NOT OFFERED IN 2008-09. Language is critical in the formation of social groups and struggles for power and prestige among groups. This course will survey language diversity in American society, based on such variables as class, ethnicity, race, gender, religion, age and region. Examination of language policy issues that illuminate the ways that dominant usages of language reinforce structured differences in social power and prestige among cultural groups. Political uses of language both legitimize and challenge key aspects of the social order, with particular attention to discursive attempts by both liberals and conservatives to appropriate the American narrative in staking their territory on contested issues.

Prerequisite: At least one course in the social sciences or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 311/WOST 311 Seminar. Family and Gender Studies: The Family, the State, and Social Policy

Hertz

Analysis of problems facing the contemporary U.S. family and potential policy directions for the new millennium. Discussion of the transformation of the American family including changing economic and social roles for women and expanding varieties of family types (such as single mothers by choice and lesbian/gay families). Sexuality, teen pregnancy, reproductive issues, day care, the elderly, divorce, welfare, the impact of work on the family, equality between spouses, choices women make about children and employment, and the new American dreams will be explored. Comparisons to other contemporary societies will serve as a foil for particular analyses. Students are expected to work in groups to analyze the media's portrayal of family/gender stories and selected legal cases. *Students may register for either SOC 311 or WOST 311 and credit will be granted accordingly.*

Prerequisite: One 200-level course in family or gender in SOC, ANTH, HIST, POL, PSYC or WOST, or by permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 314 Medical Sociology and Social Epidemiology

Imber

Definition, incidence, and treatment of health disorders. Topics include: differential availability of health care; social organization of health delivery systems; role behavior of patients, professional staff, and others; attitudes toward terminally ill and dying; movements for alternative health care.

Prerequisite: One 200-level unit or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 321 Globalization: A Research Seminar

Levitt

NOT OFFERED IN 2008-09. This course uses the topic of globalization to teach students to carry out research. Following a basic introduction to the topic, each student will design and carry out a research project of her own. She will learn how to define research questions, identify and carry out appropriate methodologies, use various types of data sources, collect and analyze data, and write a final report. Course readings are tailored to students' questions. Interview and field-work based projects are strongly encouraged. *Enrollment limited to 15 students.*

Prerequisite: 100-level sociology course or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 333 Seminar. Special Topics in Popular Culture

NOT OFFERED IN 2008-09. Comparative and interdisciplinary approach to the study of "popular culture" which is cross-cultural and historical. Review of the major theoretical debates and significant empirical works that have informed the field. Particular focus on the social creation of cultural products and the production-consumption dialectic. Examination of agency and institutions involved in the construction of popular culture, the culture wars, and symbolic struggles that have shaped it, as well as attention to the consumption of such products and the expressive culture attendant to such consumption.

Prerequisite: Permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 348 The Sociology of Conservatism

Imber

An examination of conservative movements and ideas in terms of class, gender, and race. Historical survey and social analysis of such major conservative movements and ideas as paleo-conservatism, neo-conservatism, and compassionate conservatism. The emergence of conservative stances among women, minorities, and media figures. The conservative critique of American life and its shaping of contemporary national discourse on morality, politics, and culture.

Prerequisite: A 100-level sociology course or permission of the instructor. Open to juniors and seniors only.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

SOC 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 0.5

SOC 360 Senior Thesis Research

Students must complete all major requirements prior to enrolling. Students are encouraged to take SOC 350 (Research or Individual Study) and SOC 301 (Methods of Social Research) with an instructor of their choice in preparation for thesis work.

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

SOC 365/ENG 365 Images of the American City

Cuba and Brogan (English)

This course considers how literary representations and sociological studies of urban life variously respond to the astonishing growth of cities in the twentieth century, helping to shape newly emergent and highly contested cultural meanings of the city. In considering the interplay between mind and urban forms, we'll explore the relationship between the individual and the urban environment, how life in cities is socially organized, patterns of immigration and tensions between ethnic groups, the creation of the slum and ghetto and efforts to gentrify them, cognitive mapping, and the legibility of the cityscape. We'll also discuss how literary and sociological perspectives on the city meet and diverge. Authors may include: Stephen Crane, Georg Simmel, Robert Park, Ann Petry, James Baldwin, Anselm Strauss, Paule Marshall, Kevin Lynch, Anna Deavere Smith, and Elijah Anderson. *Students may register for either SOC 365 or ENG 365 and credit will be granted accordingly.*

Prerequisite: One 200-level course in either literature or sociology or by permission of the instructor to other qualified students.
Distribution: Social and Behavioral Analysis or Language and Literature
Semester: Fall Unit: 1.0

SOC 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Directions for Election

A major in sociology consists of at least nine units. The core of the major consists of four required courses (SOC 190, 200, 201, and 301, plus an additional unit of 300-level work, excluding 350, 360, and 370) which emphasize basic concepts, theory, and research methods that are the foundation of the discipline, but are also useful in a range of social sciences and professions. Permission to take a required unit elsewhere for the major must be obtained from the department chair in advance. Students must take at least five additional units exploring the range of substantive topics in sociology (for example social problems, deviance, immigration, social change and development, race and ethnicity, medicine and epidemiology, religion, gender, mass media, and popular culture).

Choosing courses to complete the degree and the major requires careful thought and planning. Sociology majors are encouraged to explore the full range of disciplines and subjects in the liberal arts, and they should consult a faculty member to select courses each term and to plan a course of study over several years. It is recommended that students complete the sequence of theory and methods courses by the end of their junior year if they want to conduct independent research or honors projects during their senior year. If a major anticipates being away during all or part of the junior year, the theory (SOC 200 and 201) and research methods course (SOC 301) should be taken during the sophomore year, or an alternative plan should be arranged with her advisor.

A minor in sociology (six units) consists of: any 100-level unit, SOC 200, and four additional units, one of which must be a 300-level unit, excluding 350. The plan for this option should be carefully prepared; a student wishing to add the sociology minor to the major in another field should consult a faculty advisor in sociology.

Honors
The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

South Asia Studies

AN INTERDEPARTMENTAL MAJOR
AND MINOR

Directors: *Sabin (English), Candland (Political Science), Patel*[A] *(Women's Studies)*

Visiting Lecturer: *Kirmani*

Affiliated Faculty: *Candland (Political Science), Kodera (Religion), Marlow (Religion), Patel*[A] *(Women's Studies), Radhakrishnan (Sociology), Rao (History), Sabin (English)*

Assistant Professor: *Shukla-Bhatt*

The major in South Asia Studies is designed to acquaint students with the many facets of South Asian civilizations through an interdisciplinary study of the languages, literatures, histories, religions, arts, social and political institutions, and cultural patterns of South Asia, the region defined as including India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan, and the South Asian diaspora.

The major in South Asia Studies requires 9 units, including 2 units of elementary Hindi/Urdu (or demonstration of its equivalent), SAS 210 (or its equivalent), at least 4 additional units above the 100-level, and 2 units at the 300 level. Students are expected to concentrate in one area of South Asia Studies, defined either in relation to a discipline: such as history; religion; or in relation to a theme: such as international development; cultural expression; gender; ethnicity and identity. The major requires four courses in the area of concentration above the 100 level, including at least one of the required 300-level courses. At least one course must be taken in an area other than the concentration. Advanced study of Hindi/Urdu (or of another Indian language) may be substituted for the Hindi/Urdu requirement and may be pursued as either a 250 course, or an approved course at another institution. Majors devise their own programs in consultation with an advisor from the affiliated faculty and with the approval of the program director. Courses with an asterisk (*) also require the permission of the instructor if the course is to be counted for South Asia Studies.

To supplement Wellesley's course offerings, students are encouraged to take courses for the major at neighboring institutions such as M.I.T., Olin, and Brandeis. *Majors are also encouraged to spend at least one semester at an approved academic program in South Asia.* Courses taken at other institutions for credit in the major must be approved, in advance, by the student's advisor and the program director.

A minor in South Asia Studies consists of 5 units, of which at least one should be at the 300-level (excluding 350). A program for the minor must include SAS 210; only one course at the 100 level can be counted towards the minor. Elementary Hindi/Urdu does not count toward the minor.

Honors
The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

SAS 101-102 Elementary Hindi/Urdu (I and II)
Shukla-Bhatt
An introduction to the most widely spoken language in the South Asian sub-continent, which is also used extensively for inter-regional and international communications. Learning this language provides a linguistic passport to things South Asian. The language – often referred to as "Hindustani" – is written in two different scripts: the Perso-Arabic based Urdu, and the Sanskrit based Devanagari (Hindi). Students will learn to converse in the language and also to read and write in both scripts. Conventional teaching materials will be supplemented by popular songs and clips from contemporary Indian cinema and television, the two internationally popular media that use this language. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None
Distribution: None
Semester: Fall, Spring Unit: 1.0

SAS 201-202 Intermediate Hindi/Urdu
Kirmani
Intermediate Hindi/Urdu will build on the reading, writing and speaking skills acquired in Introductory Hindi/Urdu course (SAS 101-102). The readings, drawn from simple literary texts as well as from social and journalistic writings, will reinforce the grammar learned in the introductory course and introduce new grammar topics. The writing exercises - mainly in essay formats - will stress usage of idioms and sentence constructions by students. The class will be conducted in Hindi/Urdu with a part of every class dedicated to conversation on the theme of the day in the language. *Each semester earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101 102 or equivalent
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

SAS 210 Introduction to South Asia
Shukla-Bhatt
South Asia, home to one-fifth of humanity, is a vast region of varied landscapes, long history, tremendous cultural and religious diversity, with varied political systems and rapidly growing economies. This introductory course will focus on intellectual, cultural, political, economic, and social developments at four important moments in its history: sixth century BCE, sixteenth century CE, early twentieth century, and our contemporary era. Guest speakers will bring their special expertise to broaden perspective on these complex subjects.

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy or Historical Studies
Semester: Fall Unit: 1.0

SAS 211 Aesthetic Expressions of Religion in South Asia

NOT OFFERED IN 2008-09. Cultural life in South Asia is vibrant with aesthetic expressions of religion in its diverse traditions – Hindu, Muslim, Buddhist, Jain, Sikh, and Christian. This course introduces students to one of the most powerful avenues for transmission of religious knowledge in the traditions of South Asia – the aesthetic experience derived through a variety of forms. In addition to visual messages sent through architectural motifs and paintings, teaching of religious doctrines through narratives in drama, dance, and musical performance is common across religious boundaries. The course will introduce theories of aesthetic experience and religious knowledge from the sub-continent and relate them to contemporary theories of performance.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

SAS 301 Religion in Modern South Asia

Shukla-Bhatt

NOT OFFERED IN 2008-09. In many parts of South Asia, the encounter with modernity coincided with colonial rule. This complex history added to the tension between modernity and religious traditions. This seminar will examine the texts, intellectual discourses, political movements, and social changes emerging from religious phenomena in South Asia from 1800 to the present day. Students will not only examine specific historical events, but also reflect on how this historical knowledge can be applied in the areas of development, international relations, and human rights movements.

Prerequisite: Two units at the 200-level in SAS, or by permission of the instructor.
Distribution: Religion, Ethics, and Moral Philosophy or Historical Studies
Semester: N/O Unit: 1.0

SAS 302 Traditional Narratives of South Asia

Shukla-Bhatt

NOT OFFERED IN 2008-09. This course will explore traditional narratives from South Asia that have had significant cultural impact in the region. We will examine classical epic texts, hagiographical literature of diverse religious traditions and regional folktales in translations not only as channels for transmission of cultural values, but also as sites of debate and sometimes even conflict through their contested interpretations. Examples of contested texts, such as the epic Ramayana, told in elite Hindu, Dalit, Jain and Buddhist traditions, will be explored. Along with texts, performative traditions of these texts and their use in identity politics will be discussed.

Prerequisite: Two units at the 200-level in SAS, or by permission of the instructor.
Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

SAS 303 South Asian Models of Religious Pluralism

Shukla-Bhatt

This seminar will explore in a historical manner the development of pluralistic discourses, ideologies, and interactions in South Asia. While remaining focused on South Asia, we will consider more generally the implications of this history for other religiously diverse societies. Readings will range from ancient texts, such as the *Upanishads*, *Dhammapada*, medieval writings of Sufi, Sikh and *bhakti* traditions, to historical documents about policies of Mogul emperor Akbar, and modern writings on pluralism, including Gandhi's. We will also study the relationship of religious diversity to violence, and modern projects, by Diana Eck and others, to promote sustainable models of religious pluralism. Final projects will give students the opportunity to develop their own model for religious pluralism in a specific part of the world.

Prerequisite: Open by permission of the instructor.
Distribution: Religion, Ethics, and Moral Philosophy or Historical Studies
Semester: Spring Unit: 1.0

SAS 250 Research or Individual Study

Prerequisite: Open by permission of instructor and approval of program director to first-year students and sophomores only.
Distribution: None
Semester: Fall, Spring Unit: 1.0

SAS 350 Research or Individual Study

Prerequisite: Open by permission of instructor and approval of program director to juniors and seniors only.
Distribution: None
Semester: Fall, Spring Unit: 1.0

SAS 350H Research or Individual Study

Prerequisite: Open by permission of instructor and approval of program director to juniors and seniors only.
Distribution: None
Semester: Fall, Spring Unit: 0.5

SAS 360 Senior Research or Individual Study

Prerequisite: Open by permission of program director. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

SAS 370 Senior Thesis

Prerequisite: 360 and permission of program director.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

For Credit Toward the Major

*__ANTH 203__ Indigenous People, Global Development and Human Rights

*__ANTH 305__ Ethnographic Film

*__ARTH 240__ Asian Art

*__ARTH 247__ Islamic Art and Architecture

ENG 277 Modern Indian Literature

ENG 284/384 Outside England: South Asia: Fiction of Empire and its Breakup

HIST 272 Political Economy of Development in Colonial and Postcolonial South Asia

HIST 273 South Asian Civilizations

HIST 275 The Emergence of Ethnic Identities in Modern South Asia

HIST 276 The City in South Asia

*__PEAC 104__ Introduction to the Study of Conflict, Justice, and Peace

PEAC 324 Grassroots Development, Conflict Resolution, and the Gandhian Legacy in India

*__POL2 202__ Comparative Politics

*__POL2 204__ Political Economy of Development and Underdevelopment

POL2 211 Politics of South Asia

*__POL2 307S__ Seminar. Women and Development

*__POL2 309S__ Seminar. Ethnicity, Nationalism, Religion, and Violence

*__POL2 310S__ Seminar. Politics of Community Development

POL3 223 International Relations of South Asia

*__POL3 323__ International Economic Policy

*__POL3 332S__ Seminar. People, Agriculture, and the Environment

*__POL3 351__ Global Governance

*__REL 108__ Introduction to Asian Religions

*__REL 253__ Buddhist Thought and Practice

*__REL 260__ Islamic/ate Civilization

*__REL 261__ Cities of the Islamic World

*__REL 262__ The Formation of the Islamic Tradition

*__REL 263__ Islam in the Modern World

REL 354 Seminar. Tibetan Buddhism

*__REL 364__ Seminar. Sufism: Islamic Mysticism

*__REL 367__ Seminar. Muslim Travellers

*__SOC 221__ Globalization

SOC 233 Gender and Power in South Asia

*__SOC 234__ Gender and International Development

*__SOC 309__ Seminar. Critical Intersections: Race, Class, Gender, and Nation

*Courses with an asterisk (*) also require the permission of the instructor if the course is to be counted for South Asia Studies.

Department of Spanish

Professor: *Agosin, Gascon-Vera, Vega*[A]

Associate Professor: *Ramos*[A1], *Renjilian-Burgy (Chair)*

Assistant Professor: *Guzauskyte*[A], *Rubio*

Senior Lecturer: *Darer, Hall, Syverson-Stork*

Visiting Lecturer: *Santiáñez , Wellington*

From Madrid to Mexico City, from Santiago de Chile to Vancouver, Los Angeles, Miami and New York, Spanish is one of the most widely spoken languages in the United States and the world. The Spanish Department offers a variety of courses intended to help students acquire proficiency in the language as well as knowledge of the rich and varied literatures and cultures of the Spanish-speaking world. The program emphasizes fundamental links between the study of language and its broader cultural contexts. Courses are taught in Spanish.

Courses are normally conducted in Spanish; oral expression is stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

SPAN 101-102 and 201-202 are counted toward the degree but not toward the major.

Qualified juniors are encouraged to spend a semester or a year in a Spanish-speaking country, either with Wellesley's consortium programs in Córdoba, Spain, and in Puebla, Mexico, or another approved program. To be eligible for study in Córdoba for one or two semesters in Wellesley's Programa de Estudios Hispánicos en Córdoba (PRESHCO), or Program for Mexican Culture and Society in Puebla (PMCSP) a student should ordinarily be enrolled in 241 or a higher-level language or literature course the previous semester.

SPAN 101-102 Elementary Spanish

Staff

Introduction to spoken and written Spanish; stress on interactive approach. Extensive and varied activities. Oral presentations. Cultural readings and recordings. Video program. Three periods. *Each semester earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Open to all students who do not present Spanish for admission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

SPAN 201-202 Intermediate Spanish

Staff

Intensive review of all language skills and introduction to the art, literature, and cultures of Spain and Latin America. Emphasis on oral and written expression and critical analysis. Three periods. *Each semester earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Two admission units in Spanish or 101-102
Distribution: Language and Literature
Semester: Fall, Spring, Summer Unit: 1.0

SPAN 241 Oral and Written Communication

Renjilian-Burgy, Ramos, Wellington

Practice in oral and written expression at the advanced level. Through frequent presentations, film viewing, and creative essays, students will develop the ability to use idiomatic Spanish comfortably in various situations. Students will thoroughly review grammar and self-test through a series of linguistic exercises. The course also features the reading and interpreting of literature in Spanish.

Prerequisite: 201-202, 242, or four admission units
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

SPAN 242 Literary Genres of Spain and Latin America

Gascón-Vera, Santiáñez

A course to serve as a transition between language study and literary analysis; speaking and writing organized around interpretations of different genres by Hispanic authors; creative writing; oral presentations on current events relating to Spain and Latin America; a review, at the advanced level, of selected problems in Spanish structure.

Prerequisite: 201-202, 242, or four admission units
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

SPAN 244 Seventy Years Later: The Spanish Civil War Revisited

Gascón-Vera

NOT OFFERED IN 2008-09. A review of the literary, cinematic and artistic approaches to the Spanish Civil War on its 70th aniversary. This course will examine literary texts which have also been rendered as movies, such as: *Las largas vacaciones del '36* (1976); *Las bicicletas son para el verano* (1983); *Ay, Carmela* (1990); *Las alas de la mariposa* (1997); *La niña de tus ojos* (1998) *Soldados de Salamina* (2003). We will also review documentaries, such as *España 1936: España Leal en Armas* (1936) and *Los niños de Rusia* (2001), and examine political art, such as Picasso's Guernica and propaganda posters issued during the war.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 245 Ethnic Passions

Vega

NOT OFFERED IN 2008-09. A close reading and viewing of selected written and performance texts by Latina/o artists, with particular focus on the intersection of categories of race/ethnicity and sexuality. Selected artists—all writing or performing in the last two decades (Francisco S. Alarcón, Luis Alfaro, Gloria Anzaldúa, Ana Castillo, Sandra Cisneros, Juan Leguizamo, Cherrie Moraga, Ela Troyano and others)—will be examined in light of their role within (or rejection by) the Latino literary "canon." Topics for analysis include contemporary debates regarding the nature and construction of Latino identity; the relationship between ethnic and sexual categories; and Latino nuances within essentialist/social constructionist debates regarding gender, sexual and ethnic identities.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 247 The Multiple Meanings of Family in Spain and Latin America

Gascón-Vera

NOT OFFERED IN 2008-09. The institution of the family is among the most enduring and cohesive of social associations in the Spanish-speaking world, and at the same time it is among the most vulnerable. This course will explore and challenge the traditional notion of family as "sacred" by examining varying cross-cultural ideas and perspectives about family loyalties, continuities, crises, and modifications on both literal and symbolic levels. We will also consider the creation of family-like bonds in the context of race, class, gender, religion, and nation. Readings will include novels as well as short stories and memoir. Authors to be studied: Gabriel García Márquez, Clarice Lispector, Juan Rulfo, Jorge Luis Borges, Silvina Bullrich, Camilo José Cela, Víctor Perera, Maria Amparo Escandón. Film showings of "El Cachorro," "Como agua para chocolate" and "Mi Familia"; artists we will study: Goya, Charlot, Botero, Orozco, and Kahlo.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 248 Spain and the United States: Five Hundred Years of Close Encounters

Ramos

NOT OFFERED IN 2008-09. An exploration of the historical, intellectual, creative and artistic connections between Spain and the US from Columbus' diaries to the present. The United States and Spain, so far apart geographically, have intersected at decisive moments in history for more than five hundred years. Despite the relatively high level of familiarity each society has with the other, mutual misunderstandings have been frequent. This course explores the roots of this dissonance by looking closely at a few specific episodes in history and culture that have shaped reciprocal perceptions. The class offers readings and materials drawn from history, architecture and literature and concludes with an analysis of the role of Wellesley College in the long-running intercultural dialogue.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 250 Research or Individual Study

Prerequisite: Open by permission to qualified students
Distribution: None
Semester: N/O Unit: 1.0

SPAN 250H Research or Individual Study

Prerequisite: Open by permission to qualified students
Distribution: None
Semester: Fall, Spring Unit: 0.5

SPAN 252 Christians, Jews, and Moslems: The Spirit of Spain in Its Literature

Gascón-Vera

An intensive study of writers and masterpieces that establish Spanish identity and create the traditions that Spain has given to the world: *Poema de mio Cid*, Maimónides, Ben Sahl de Sevilla, *La Celestina, Lazarillo de Tormes*, Garcilaso de la Vega, Fray Luis de León, Cervantes, Lope de Vega, San Juan de la Cruz, Calderón de la Barca.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: Fall Unit: 1.0

SPAN 253 The Latin American Short Story
Hall

NOT OFFERED IN 2008-09. A survey of contemporary works with in-depth analysis of realistic and fantastic short stories from contemporary Latin America, including short stories by Horacio Quiroga, Jorge Luis Borges, Julio Cortázar, Manuel Rojas, María Luisa Bombal, Juan Rulfo, Gabriel García Márquez, and Elena Poniatowska. These readings deal with issues of identity, memory, class, freedom, violence, mass media, education, women and children, urban and rural life. Special attention to voices that have emerged since the nineties, including Alberto Fuguet (Chile), Rita Hernández (Dominican Republic), and Jorge Volpi (Mexico), among others.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 254 Alienation and Desire in the City: Spanish Literature Since 1936
Ramos

NOT OFFERED IN 2008-09. A study of the struggle for self-expression in Franco's Spain and the transition from dictatorship to democracy. Special attention will be devoted to the literature of the Civil War and exile. Authors include Mercè Rodoreda, Camilo J. Cela, and Eduardo Mendoza.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 255 Chicano Literature: From the Chronicles to the Present
Renjilian-Burgy

NOT OFFERED IN 2008-09. A survey of the major works of Chicano literature in the United States in the context of the Hispanic and American literary traditions. A study of the chronicles from Cabeza de Vaca to Padre Junípero Serra and musical forms such as *corridos*. A critical analysis of the themes and styles of contemporary writing. Works by Luis Valdez, Rodolfo Anaya, Tomás Rivera, Gloria Anzaldúa, Américo Paredes, Rosaura Sánchez, Jorge Ramos, and Rodolfo Gonzales.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 256 The Novel and Society in Nineteenth-Century Spain
Ramos

NOT OFFERED IN 2008-09. The masters of nineteenth-century peninsular prose studied through such classic novels as *Pepita Jiménez* by Juan Valera, *Miau* by Pérez Galdós, *Los pazos de Ulloa* by Countess Emilia Pardo Bazán, and *La barraca* by Blasco Ibáñez.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 257 The Word and the Song: Contemporary Latin American Poetry
Agosin

A study of the major twentieth-century poets of Latin America, focusing on literary movements and aesthetic representation. Poets to be examined include Vicente Huidobro, Gabriela Mistral, Octavio Paz, and César Vallejo.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: Fall Unit: 1.0

SPAN 259 Inhabiting Memory

NOT OFFERED IN 2008-09. During the years of post-dictatorial regimes in Latin America writers, poets, historians and fimmakers have become deeply involved in the ways in which literature and the arts can explore the representation of memory and oblivion and collective remembrance as well as forgetting. Among the cultural historians and writers we will read are: Diamela Eltit, Carlos Cerda and Raúl Zurita. Among the filmmakers, the works of Patricio Guzmán and his series on memory will be explored.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 260 Women Writers of Spain, 1980 to the Present
Staff

A selection of readings – novels, poetry, essays, theater – by Spanish women writers from the 1980s to the present day. Rosa Montero, Esther Tusquets, Adelaida Garcia-Morales, Cristina Fernández-Cubas, Lucía Etxebarria. A close study of the development of their feminist consciousness and their response to the changing world around them.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: Spring Unit: 1.0

SPAN 262 Death, Love, and Revolt: An Introduction to Spanish Poetry
Ramos

This course presents an introductory overview of poetry written in Spain, across regions and aesthetic periods. Our study will be anchored in poets representative of important poetic movements, including Romanticism, Modernismo, and Modernity. Texts will also cover Medieval, Renaissance and Baroque periods. Basque, Catalan and Galician poetry will also be analyzed. Some of the poets to be examined are Garcilasco de la Vega, San Juan de la Cruz, Francisco de Quevedo, Federico Garcia Lorca, Concha Méndez, Luis Cernuda, Pedro Salinas, Gloria Fuertes and Jaime Gil de Biedma.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: Spring Unit: 1.0

SPAN 265 Introduction to Latin American Cinema
Renjilian-Burgy

This course will explore the history of Latin American cinema, from the early 1960s to the present. Different forms of cinematic expression will be explored: narrative film, the documentary, the cinema of exile, and others. Issues of national culture and identity, as well as cultural exchanges of films between Latin America and abroad will be addressed. In addition to the films themselves, students will be required to read selected works on film criticism and several texts which have been made into films. Directors whose films will be analyzed include María Luisa Bemberg, Fernando Solanas, Jorge Silva, and Raúl Ruiz.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Spring Unit: 1.0

SPAN 267 The Writer and Human Rights in Latin America
Agosin

The role of the Latin American writer as witness and voice for the persecuted. Through key works of poetry and prose from the 1970s to the present, we will explore the ways in which literature depicts issues such as: censorship and self-censorship; the writer as journalist; disappearances; exile; testimonial writing; gender and human rights; and testimonial narratives. The works of Benedetti, Timmerman, Alegría, and others will be studied.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

SPAN 268 Contemporary Spanish Cinema
Gascón-Vera

NOT OFFERED IN 2008-09. A survey of Spanish cinema. Themes of history and society as depicted by major directors since the Spanish Civil War of 1936. We will analyze films of important directors such as Pedro Almodóvar, Luis García Berlanga, Víctor Erice, Bigas Luna, Pilar Miró and Itziar Bollain.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

SPAN 269 Caribbean Literature and Culture
Rubio

NOT OFFERED IN 2008-09. An introduction to the major literary, historical, and artistic traditions of the Caribbean. Attention will focus on the Spanish-speaking island countries: Cuba, Dominican Republic, Puerto Rico. Authors will include Juan Bosch, Lydia Cabrera, Guillermo Cabrera Infante, Julia de Burgos, Alejo Carpentier, Nicolás Guillén, René Marqués, Luis Palés Matos, and Pedro Juan Soto.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 271 Intersecting Currents: Afro Hispanic and Indigenous Writers in Latin American Literature
Guzauskyte

NOT OFFERED IN 2008-09. A close reading of selected texts that illustrate the intersection of African, Spanish, and indigenous oral and literary traditions. Readings include autobiographies, novels, and poetry. Individual authors to be studied include Rigoberta Menchú, Esteban Montejo, Luis Palés Matos, Nicolás Guillén, Nancy Morejón, and Daisy Rubiera Castillo. Topics include the emergence of non-elite voices, the relationship between identities and aesthetics, the marginal and the canonical, literature and the affirmation of the nation-state, and the uses of contemporary race and gender theory in literary analysis.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 272 Civilizations and Cultures of Spain

Santiáñez

An examination of Spain's multicultural civilization and history, from the prehistoric cave paintings of Altamira to the artistic *movida* of post-Franco Spain. Literary, historical, artistic, and anthropological readings will inform our understanding of recurrent themes in Spanish national ideology and culture: Spain as a nexus between Christian, Jewish, and Islamic thought; regionalism, nationalism, and internationalism; religion and class; long-term economic consequences of global empire; dictatorship and democracy; and the creation and questioning of national identity.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: Fall Unit: 1.0

SPAN 273 Latin American Civilization

Guzauskyte

NOT OFFERED IN 2008-09. An introduction to the multiple elements constituting Latin American culture. An examination of the principal characteristics of Spanish colonialism and Creole nationalism will inform our general understanding of Latin American culture today. Readings and class discussions will cover such topics as the military and spiritual conquest, the Indian and African contributions, the emergence of criollo and mestizo discourses, and gender and race relations. Readings will include the works of Latin American writers, filmmakers, and historians.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 275 The Making of Modern Latin American Culture

Darer

An examination of the principal characteristics of the search for identity and independence of the emerging Latin American nations as expressed in literary, historical, and anthropological writing. We will examine the experience of each of four distinct regions: Mexico and Central America, the Caribbean, the Andean countries, and the Southern Cone. Readings will include the works of contemporary Latin American writers, film-makers, and historians. Special attention will be given to the relationship between social issues and the evolution of literary form.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: Spring Unit: 1.0

SPAN 279 Jewish Women Writers of Latin America

Agosin

This course will explore the vibrant literary culture of Jewish women writers of Latin America from the 1920s to the present. We will examine selected works by these authors, daughters of immigrants, whose various literary genres reveal the struggle with issues of identity, acculturation, and diasporic imagination. Writers include Alicia Steimberg of Argentina, Clarice Lispector of Brazil, Margo Glantz of Mexico, as well as a new generation of writers who explore issues of multiculturalism and ethnicity.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: Spring Unit: 1.0

SPAN 300 Seminar. Honor, Monarchy, and Religion in Golden Age Drama

Syverson-Stork

The characteristics of the Spanish drama of the Golden Age. Analysis of ideals of love, honor, and religion as revealed in drama. Representative masterpieces of Lope de Vega, Cervantes and Ruíz de Alarcón, Tirso de Molina, and Calderón.

Prerequisite: Open to senior and junior majors
Distribution: Language and Literature
Semester: Fall Unit: 1.0

SPAN 301 Seminar. Hispanic Theatre and Performance

Rubio

NOT OFFERED IN 2008-09. An examination of contemporary Latin American theatre and performance art focusing on issues of literary genre, social consciousness and activism, and historical antecedents. Moving from canonical texts by Usigli, Gambaro, Dragún and others to contemporary performance pieces, the course will address such questions as the intersection of art and political activism, the theatrical venue as a determinant of form, censorship, gender and performance, and community formation.

Prerequisite: Open to senior and junior majors
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 302 Cervantes

Gascón-Vera, Syverson-Stork

NOT OFFERED IN 2008-09. A close reading of the *Quixote* with particular emphasis on Cervantes' invention of the novel form: creation of character, comic genius, hero versus anti-hero, levels of reality and fantasy, and history versus fiction.

Prerequisite: Open to senior and junior majors
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 304 Seminar. All about Almodóvar: Spanish Cinema in the Transición

Gascón-Vera

An examination of the culture of Spain of the last two decades seen through the eyes of filmmaker Pedro Almodóvar. We will study those films and literary texts that depict the development of Spain as a country in transition from a repressive dictatorship to democracy and postmodernism. Themes of freedom, homosexuality and cross dressing, family, violence, and the transcendence of love and death in our contemporary society will be analyzed. Films will range from Almodóvar's first, *Pepi, Lucy y Bom* to his most recent productions, with special attention given to *Mujeres al borde de un ataque de nervios* and *Tacones lejanos*.

Prerequisite: Open to senior and junior majors
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Spring Unit: 1.0

SPAN 305 Seminar. Hispanic Literature of the United States

Renjilian-Burgy

NOT OFFERED IN 2008-09. A study of U.S. Hispanic writers of the Southwest and East Coast from the Spanish colonial period to the present. Political, social, racial, and intellectual contexts of their times and shared inheritance will be explored. Consideration of the literary origins and methods of their craft. Authors may include: Cabeza de Vaca, Gaspar de Villagrá, Jose Villarreal, Lorna Dee Cervantes, José Martí, Uva Clavijo, Pedro Juan Soto, Miguel Algarín, and Edward Rivera.

Prerequisite: Open to senior and junior majors
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 307 Seminar. The Clothed and the Naked in Colonial Latin America

Guzauskyte

NOT OFFERED IN 2008-09. In this seminar, we will study the colonial period of Latin America, focusing on the cultural notions of "clothing" and "nakedness." The course will be divided into three parts dedicated to (1) Native American texts and art (mythologies, codices, maps), (2) European texts (Bible, Aristotle, Montaigne), and (3) accounts of the conquest told from various points of view (Columbus, Ixtlilxochitl, Cabeza de Vaca, Catalina de Erauso). We will analyze how clothing and nakedness were used to symbolize changing power relationships between various protagonists: indigenous/white, female/male, colonized/colonizer. Topics will include: notions of dress in distinct cosmological systems, clothing and gender in early colonial chronicles, clothing and its absence in the construction of the individual, and collective notions of the Self and the Other.

Prerequisite: Open to senior and junior majors
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 315 Seminar. Luis Buñuel and the Search for Freedom and Morality

Gascón-Vera

NOT OFFERED IN 2008-09. Students will read the scripts and view the films most representative of alternative possibilities of freedom expressed by Luis Buñuel. The course will focus on the moral issues posed in his films and will start with a review of the historical motivations of the Buñuel perspective: Marxism, Freudianism, and Surrealism, as depicted in selected films of Buñuel, from his first, *An Andalusian Dog* (1928) to his last *That Obscure Object of Desire* (1977).

Prerequisite: Open to senior majors or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

SPAN 318 Seminar. Love and Desire in Spain's Early Literature

Staff

Medieval Spain, at the nexus of the Christian, Jewish, and Islamic cultures, witnessed a flowering of literature dealing with the nature and depiction of love. This course will examine works from all three traditions, stressing the uses of symbolic language in the linguistic representation of physical desire. Texts will include Ibn Hazm, *The Dove's Neck-Ring*; the poetry of Yehuda Ha-Levi and Ben Sahl of Seville; the Mozarabic *kharjas*; the Galician *cantigas d'amigo*; Juan Ruiz, *The Book of Good Love*; Diego de San Pedro, *Cárcel de Amor*; and Fernando de Rojas, *La Celestina*.

Prerequisite: Open to senior and junior majors
Distribution: Language and Literature
Semester: Fall Unit 1.0

SPAN 321 Seminar. Havana: Literary and Popular Cultures

Rubio

NOT OFFERED IN 2008-09. The urban space of Havana serves as the central location for this course, in which a variety of literary and popular culture genres (i.e., prose, chronicle, theatre, performance, film) from multi-national sources are gathered with the goal of acquiring a close understanding of Cuban cultural production. Framed throughout the historical periods of Republican-era (1902-1959) and the ongoing Revolution-era (1959-present), the course engages in analyzing Cuba's search for a national identity, particularly through Havana's cultural development. Themes explored pertain to literary and artistic representational aesthetics, Revolution-era mass culture, exilic culture, and trans-national discourses, given the thriving Cuban-exile and Cuban-American diaspora.

Prerequisites: Open to senior and junior majors or by permission of instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 322 Seminar. Subjectivity, Social Space and Writing in Spanish Literary Modernity (1770-1902)

Santiáñez

This course is an introduction to modern Spanish literature through the analysis of (i) the beginning and consolidation of a new concept of subjectivity, (ii) the opening up of a new social space, and (iii) the co-existence of a multiplicity of literary styles and movements. These three overlapping aspects of Modernity will be explored in a chronological sequence from the late eighteenth century to the first two decades of the twentieth century. Some of the expressions of the new subjectivity to be studied will be the sensitive soul, the rebellious character, the bourgeois, the civil servant, the angel of the house, the feminist, and the decadent hero as depicted in key neoclassic, romantic, realist, and modernist texts.

Prerequisite: Open to senior and junior majors or by permission of instructor
Distribution: Language and Literature
Semester: Fall Unit: 1.0

SPAN 323 Seminar. Modern Mexico

Hall

A study of post-Revolutionary Mexico focusing on works by writers, artists, filmmakers and activists preoccupied with what it means to be modern. We will explore the political and historical context of one-party rule, technological innovations in the thirties and forties, the student movement of 1968, the emergence of women into the public sphere, the 1985 earthquake, and the Zapatista rebellion of 1994. We will analyze the writings of leading intellectuals (Paz, Fuentes, Poniatowska and Monsiváis), poetry in Spanish and indigenous languages, essays, works of fiction, crónicas, murals, photographs, communiqués and manifestos. Attention to enduring cultural icons such as the Virgin of Guadalupe and Cantinflas, as well as to the realities faced by workers on the Periférico highway in Mexico City and in the maquilas along the US-Mexico border.

Prerequisite: Open to senior and junior majors
Distribution: Language and Literature
Semester: Fall Unit: 1.0

SPAN 324 Seminar. Topics in Spanish Modernity

Ramos

NOT OFFERED IN 2008-09.

Prerequisite: Open to senior and junior majors
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 327 Seminar. Latin American Women Writers: Identity, Marginality, and the Literary Canon

Agosin

NOT OFFERED IN 2008-09. An examination of twentieth-century women writers from Latin America. Perspectives for analyses will include questions of identity (national, ethnic/racial, religious, sexual, gender), the extent to which Afro-Hispanic, Indigenous and non-Christian writers constitute distinct, marginalized groups in Latin American literature, and a comparison of issues regarding identity in selected canonical and non-canonical works by Gabriela Mistral, Remedios Varo, Elena Poniatowska, Nancy Morejón, Rosario Aguilar, Gioconda Belli and Victoria Ocampo.

Prerequisite: Open to senior and junior majors
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 329 Seminar. Chile: Literature and the Arts

Agosin

From 1971 to 2003, Chile, one of South America's longest democracies, has experienced traumatic cultural, political, and social change. From the election of Salvador Allende (1971–1973) through the Pinochet dictatorship, during these turbulent times an unprecedented cultural life was manifested in literature, theatre, and the visual arts. In this seminar, we will explore the cultural changes experienced in Chile during three decades, the ways in which writers understood the complex web of creativity, as well as the specter of censorship. We will analyze how historical figures were revived through writers such as Gabriela Mistral, Rosamel del Valle, Pablo Neruda, and Salvador Allende. Narratives, journalistic essays, theatrical and visual productions will be examined vis à vis the social and political history in which the topics were created.

Prerequisite: Open to senior and junior majors
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Spring Unit: 1.0

SPAN 350 Research or Individual Study

Prerequisite: Open by permission of the instructor to seniors who have taken two 300-level units in the department
Distribution: None
Semester: Fall, Spring Unit: 1.0

SPAN 350H Research or Individual Study

Prerequisite: Open by permission of the instructor to seniors who have taken two 200-level units in the department
Distribution: None
Semester: Fall, Spring Unit: 0.5

SPAN 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

SPAN 370 Senior Thesis

Prerequisite: 360 and permission of department
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

EDUC 308 Seminar. World Languages Methodology

Directions for Election

A **minimum of eight units** exclusive of 101-102 and 201-202 must be presented for the Spanish major. Also required are at least two 300-level units, including a seminar during the senior year. Both of the 300-level courses counted towards the major must be taken at Wellesley. SPAN 350, 360, and 370 do not count towards the minimum requirement of two 300-level courses for the major.

The major in Spanish incorporates considerable flexibility in designing a program of study, but must include the following elements: foundational work, breadth, depth and historical perspective. To ensure oral and linguistic competence, as well as a basic understanding of how to approach and interpret texts, the major normally includes one of the following two units: SPAN 241 (Oral and Written Communication) or SPAN 242 (Literary Genres of Spain and Latin America). Qualified students may begin the major at a level higher than 241 or 242. To attain breadth, majors must take at least one literature and/or culture course in each of the following areas: (1) Spain (244, 248, 252, 254, 256, [258], 260, 262, 272, 300, 302, 304, 318, [320], 324) and (2) the Americas (245, 247, 253, 255, 257, 259, 265, 267, 269, 271, 273, 275, 279, 301, 305, 307, [313], [320], 327, 329). In order to achieve depth, Spanish majors must take two units in a special field of study of their choice, such as a particular genre, cultural movement or theme (252, 253, 256, 257, 265, 301, 302, 304). We also require Spanish majors to achieve historical perspective by taking a minimum of one unit in Medieval, Renaissance, Golden Age, or Latin American Colonial literature and culture (244, 248, 252, 254, [258], 272, 273, 275, 300, 302, [306]). One of the two 300-level units required for the B.A. degree must be a seminar. All majors must take a minimum of two 300-level Spanish courses at Wellesley College.

Upon approval from the department, up to four courses taken during a semester of study in Spain or Latin America and up to five during a full academic year abroad may be counted toward the major.

For students interested in an interdisciplinary approach to the study of Latin America, also available is the interdepartmental major in Latin American Studies, which allows students to choose from a list of courses in different departments, including Spanish. Majors devise their own programs in consultation with the directors of Latin American Studies. Students are referred to the Latin American studies interdepartmental program listing for further information.

Advanced Placement

A student may receive one unit of credit and satisfy the foreign language requirement with a grade of 5 on either of the AP Spanish exams.

She will lose the AP credit(s) if she takes SPAN 202 or a lower-numbered course. AP credit does not count toward the major in Spanish.

Honors

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Teacher Certification

Students interested in obtaining certification to teach Spanish in the Commonwealth of Massachusetts should consult Prof. Renjilian-Burgy, Department of Spanish, and Prof. Beatty of the Department of Education.

Theatre Studies

AN INTERDEPARTMENTAL MAJOR

Program Director: *Hussey*

Senior Lecturer: *Arciniegas*

Lecturer: *Lopez, Roach*

Visiting Lecturer: *Howland*

Director of Theatre: *Hussey*

Production Manager: *Loewit*

Advisory Committee: *Ko (English), Masson (French), Genero (Psychology)*

The theatre studies major is both an academic field of study and a practical application of that study. The purpose of the major is to provide students with a theoretical knowledge and appreciation of the history and literature of the theatre. Additionally, students are instructed and given "hands on" experience in production and promotion of theatrical events. The theatre is one of the oldest art forms in existence, and students learn valuable information about the way various disparate societies have evolved throughout the ages. Students are expected to work on productions as performers and technicians. The theatre department actively tries to cultivate well-rounded theatre students who are knowledgeable in all areas of theatre.

Early consultation with the director is essential, because some of the relevant courses are not offered every year and careful planning is necessary. In addition to working with the director of the theatre program, students will be encouraged to consult with other members of the faculty familiar with the interdepartmental theatre major.

Students majoring in theatre studies must take a minimum of nine units. For students entering in the fall of 2004 and earlier these must include THST 203 and either ENG 127 or ENG 281. For students entering in the fall of 2005 or later these must include THST 203 and either THST 220 or ENG 281. Two of the nine must be at the 300 level. At least five of the nine must come from within the theatre studies department. The remaining four may be drawn from any related department (see list below). Developments in the theatre arts are a result of stage experiments, and because the theatre performance is an expression of theatre scholarship, it is expected that students planning a major in theatre will elect to complement formal study of theatre with practical experience in the extracurricular production program of the College Theatre and related on-campus producing organizations. Students may also remain on campus over the summer or Wintersession to gain experience with Wellesley Summer Theatre Company (the professional wing of the academic department) for credit. All students are encouraged to participate in 250 and 350 individual study offerings in order to pursue their particular area of theatrical interest.

Students majoring in theatre studies may elect to take at least one resident semester of concentrated work in the discipline to supplement and enrich their work at Wellesley. They may attend the National Theatre Institute at the Eugene O'Neill Theatre Center, another institution in the Twelve College Exchange Program, or one of the many London programs offering intensive study in their discipline. On occasion a student may elect to take a relevant course in the program at MIT.

Honors

The theatre program offers a variety of opportunities for honors. After consultation with the director, the candidate will devise a proposal that incorporates both the academic and the practical aspects of the thesis. Normally the candidate completes the research and writing segment of the thesis in the first semester. In the second semester the candidate produces the practical/theatrical component for public performance. Applicants for honors should have a minimum 3.5 GPA in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5.

THST 203 Plays, Production, and Performance

Hussey

This course studies the principles and practice of the related arts that make up the production of a play in the theatre. Students will analyze the dramatic script in terms of the actor, the director, the scenic, costume, and lighting designers, and the technicians. Practical applications of acquired skills integrate the content of the course. Each student participates in the creation of a fully realized "miniproduction" which is presented for a public performance at the end of the term. Emphasis is placed on artistic and intrapersonal collaboration within the companies.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.25

THST 204 Introduction to Acting

Arciniegas

This course is intended for any and all levels of experience. Students are introduced to the fundamentals of contemporary stage performance, as devised by such stage theoreticians as Constantine Stanislavsky, Lee Strasbourg and Sanford Meisner. Instruction focuses on the proper methods for breaking scenes down into their component units or "beats," staging them for clarity of purpose, and performing them truthfully in the immediate present before a live audience. Students perform in every class with a rotating roster of partners, emphasizing group learning and mutual support in the pursuit of an individual acting aesthetic. Performance material is drawn from the work of contemporary playwrights researched by the students or recommended by the instructor.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

THST 205 Advanced Scene Study (Historic Periods)

Arciniegas

This course is intended to give the advanced theatre student experience in the performance styles of other periods. Focusing on Classical, Elizabethan, Restoration, and Victorian dramatic literature, students retrace the development of the Western European theatrical tradition in practical terms. Particular emphasis is placed upon developing the performance skills necessary for remaining faithful to the acting style of the period while ensuring relevance and accessibility to a contemporary audience.

Prerequisite: 204
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

THST 206 Directing and Dramaturgy

Hussey

This course studies the creative skills of the director in conjunction with the analytical skills of the dramaturge. Particular emphasis will be placed on communicating on a "moment-to-moment" basis with an actor. Students will be encouraged to develop their own unique "directorial vision." Students will be expected to provide probing intellectual questions to each other while collaborating. Dramatic material will be drawn from a variety of world literatures with emphasis placed on women playwrights. Students will be given opportunities to work each week with professional actors in a guest artist "lab" format.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

THST 207 Stagecraft for Performance

Loewit

NOT OFFERED IN 2008-09. This course studies the craft and theory of the production arts in the theatre. The course will cover the process and will analyze the designers' function in the production: creating working drawings, problem-solving, and use of theatrical equipment and alternative media for the realization of sound, set, and lighting designs. There will be additional time outside of class scheduled for production apprenticeships.

Prerequisite: 203 or permission of instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

THST 208 Introduction to Stage Management

Loewit

This course examines the role and duties of a stage manager in the collaborative process and the stage manager's relationship to the director, designers, and actors. Students will learn to write rehearsal reports, call cues, assemble rehearsal schedules, call scripts, etc. Students will also be taught the importance of technical script analysis. Emphasis will also be placed on a number of transferable skills, including leadership, organization, delegation, effective communication, and attention to detail. In addition, students are strongly encouraged to complete a THST 250H by stage managing either a Wellesley College Theatre or an Upstage production during the academic year in order to complement the material learned in class.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 0.5

THST 209 Introduction to the Art of Scenic Design

Howland

Think outside the box! Learn visual communication skills in this basic art of scenic design course. After reading assigned plays, students will learn how to develop their concepts through analysis of the action of the play. Visual research, sketches and basic drafting skills will be developed in addition to the idea of a basic "concept" for each script. In addition to teaching artistic and technical skills, this course will emphasize the importance of collaboration with the director and fellow designers.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

THST 210 Echoes of the Homeland

Hussey, Lopez, Roach

Have you ever wondered what is lost in the process of assimilation into American culture? In this interpretation class, students are introduced to the literature of Hispanic, Celtic, and African American cultures. Through prose, poetry, and drama, stories and characters are brought to vivid life. Students will hone their interpretive skills while exploring issues of identity, immigration, and the female experience. Material will be taken from folklore, mainstream literature, and emerging writers of today. Students will also have the opportunity to write about their "homeland" as part of a final exercise.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

THST 212 Representations of Women on Stage

Lopez

NOT OFFERED IN 2008-09. This course looks at specific examples of the representation of women on the dramatic stage during various eras in a variety of cultures, focusing primarily on what a public and popular art says and implies about women: their "nature," their roles, their place in the society reflected. Consideration is given to the male dominance in both playwrighting and performance in historic cultures. Texts will be chosen from a broad spectrum of dramatic world literature.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

THST 214 Inside Out: A Study of Character Through Voice and Movement

Rainer

This course will give students the tools and skills to develop a character either from the outside in, using movement, or from the inside out, using the voice. Utilizing the techniques of Kristin Linklater, students will move towards "freeing their natural voice" and developing range, color, and texture for effective stage use. Concurrently, students will work on "freeing their bodies" and using physicality to flesh out a character. Class work will focus on both individual and group work with particular attention given to layering voice and movement with text to create vivid, fully developed characters. *Not offered every year. Subject to Dean's office approval.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Wintersession Unit: 0.5

THST 220 Classic Plays and Players

Lopez

This course, taught by playwright Melinda Lopez, surveys dramatic texts as realized in performance (including the plays of Shakespeare). Films and video recordings of live performances approximating the original production style will be utilized along with modern interpretations. Class discussion will also incorporate analysis and comparison of women and minorities who have shaped and created the theatre as actors, directors, designers, and producers. Analytical and critical writing skills are emphasized in the development of written critiques. Students will contrast and compare contemporary events with the events in dramatic texts and will incorporate that knowledge into class projects such as adaptations, research papers, or original plays. Guest artists from the theatre world occasionally visit to illuminate other perspectives.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

THST 221 Introduction to Playwriting

Roach, Lopez

This course will teach basic playwriting skills implemented through in-class exercises and at-home writing assignments. This hands-on, practical approach will require writing one short play each week. Emphasis is on experimentation, innovation, risk taking, and process. A spirit of fun, innovation, and creativity will dominate this workshop format. Each class meeting will incorporate reading student work aloud with commentary from the instructor and the class. Students will listen, critique, and develop the vocabulary to discuss plays, structure, story, and content. Each student will begin to connect her dramatic voice and theatrical passion. Students will ultimately write a one act play as the capstone experience for this class. *Mandatory credit/noncredit.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

THST 250 Research, Independent Study, or Apprenticeship

Prerequisite: Permission of instructor.
Distribution: None
Semester: Fall, Spring Unit: 1.0

THST 250H Research, Individual Study, or Apprenticeship

Prerequisite: Permission of instructor.
Distribution: None
Semester: Fall, Spring Unit: 0.5

THST 306 The Directors Art

Hussey

NOT OFFERED IN 2008-09. Intended for the serious directing student, this course will focus on seeing, analyzing and critiquing the work of the director. Significant attention will be paid to the collaboration between directors, designers, and actors. The pragmatic aspects of mounting a production will be analyzed using the performances attended by the class as raw material for discussions. Students will attend five productions paid for by theatre studies; one in New York and four in Boston. Particular emphasis will be placed on the students determining how successful the productions are in engaging the audience and fulfilling the intention of the playwright. As a final presentation students will produce and direct their own ten-minute play presented at a festival for the Wellesley community.

Prerequisite: 203 or 206
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

THST 315 Acting Shakespeare

Arciniegas

NOT OFFERED IN 2008-09. This course focuses on the study and practice of skills and techniques for the performance of scenes and monologues and the realization of theatrical characters from Shakespeare's texts. Speeches and scenes will be performed for class criticism. The class will be subdivided by instructor according to skill levels. Students are expected to rehearse and prepare scenes outside of class time.

Prerequisite: 203, 204, and 205 or permission of instructor after audition.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

THST 350 Research or Individual Study

Prerequisite: Open by permission to qualified students.
Distribution: None
Semester: Fall, Spring Unit: 1.0

THST 350H Research or Individual Study

Prerequisite: Open by permission to qualified students.
Distribution: None
Semester: Fall, Spring Unit: 0.5

THST 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

THST 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

For Credit Toward the Major

AFR 207 Images of Africana People through the Cinema

AFR 222 Images of Women and Blacks in American Cinema

AFR 266 Black Drama

ARTH 364 Women Filmmakers: History and Theory of Subversion

ARTS 165 Introduction to Video Production

ARTS 265 Intermediate Video Production

CAMS 175 Introduction to Cinema and Media Studies

CAMS 231 Film as Art

ENG 112 Introduction to Shakespeare

ENG 223 Shakespeare Part I: The Elizabethan Period

ENG 224 Shakespeare Part II: The Jacobean Period

ENG 281 American Drama and Musical Theatre

ENG 324 Advanced Studies in Shakespeare

FREN 209 Studies in Literature. Topic: Contemporary Theatre and Contemporary Issues

FREN 213 From Myth to the Absurd: French Drama in the Twentieth Century

FREN 222 French Cinema

FREN 226 Speaking Through Acting

FREN 303 Advanced Studies in the Seventeenth and Eighteenth Centuries

GRK 304 Sophocles

GRK 305 Greek Comedy

ITAS 212 Italian Women Directors: The Female Authorial Voice in Italian Cinema (in English)

ITAS 261 Italian Cinema (in English)

ITAS 311 Theatre, Politics, and the Arts in Renaissance Italy

JPN 251 Japanese Writers and Their Worlds (in English)

JPN 256 Modern Japan through Cinema (in English)

PHIL 203 Philosophy of Art

SPAN 300 Seminar. Honor, Monarchy, and Religion in Golden Age Drama

Department of Women's Studies

Professor: *Bailey, Hertz, Reverby*
Associate Professor: *Creef (Chair), Patel*[A]
Adjunct Associate Professor: *Marshall*
Assistant Professor: *Cheng*[A1], *Mata*
Visiting Lecturer: *Freidenfelds, Galarneau*

Women's Studies is an interdisciplinary field of study that places gender and its intersections with race, social class, sexuality and ethnicity at the center of rigorous academic inquiry. These structural forces shape the individual and collective lives of all persons across diverse cultures and times as well as provide analytical categories for critically examining the worlds in which we live. The Wellesley Women's Studies major offers particular attention to the lives and experiences of women and girls via the critical scholarship of the humanities, sciences, and social sciences. Department faculty endeavor to provide intellectually rich student-centered learning environments via limited class sizes, collaborative research opportunities, and summer internship support.

WOST 108 The Social Construction of Gender
Marshall
NOT OFFERED IN 2008-09. This course discusses the ways in which gender is socially constructed through social interactions and within social institutions. The relationship among gender, race, ethnicity, and social class will be stressed. The processes and mechanisms that construct and institutionalize gender will be considered in a variety of contexts: political, economic, religious, educational, and familial.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

WOST 108/WRIT 125 The Social Construction of Gender
Marshall
This course discusses the ways in which gender is socially constructed through social interactions and within social institutions. The relationship among gender, race, ethnicity, and social class will be stressed. The processes and mechanisms that construct and institutionalize gender will be considered in a variety of contexts: political, economic, religious, educational, and familial. *This course satisfies the WRIT 125 requirement and counts toward the major in women's studies. Includes a third session each week.*

Prerequisite: None. Open only to first-year students.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

WOST 120 Introduction to Women's Studies
Creef, Mata, Reverby
Introduction to the interdisciplinary field of women's studies with an emphasis on an understanding of the "common differences" that both unite and divide women. Beginning with an examination of how womanhood has been represented in myths, ads, and popular culture, the course explores how gender inequalities have been both explained and critiqued. The cultural meaning given to gender as it intersects with race, class, ethnicity, and sexuality will be studied. This course also exposes some of the

critiques made by women's studies' scholars of the traditional academic disciplines and the new intellectual terrain currently being mapped.

Prerequisite: None
Distribution: Language and Literature or Social and Behavioral Analysis
Semester: Fall, Spring Unit 1.0

WOST 205 Love and Intimacy: A Cross-Cultural Perspective

Cheng

This course examines the system of meanings and practices that evolved around notions of love and intimacy as well as their political significance. The course seeks to demonstrate how these "private" emotions and desires are embedded in social structures such as gender, networks of kinship, class, race, ethnicity, and religion. How do intimate relations challenge patriarchy and heteronormativity? The course invites students to interrogate the public/private divide, examine both the reproductive role in ideologies of love and intimacy, as well as their transformative potential. In demonstrating how "the personal is political," this course also hopes to open possibilities for systemic transformation.

Prerequisites: 120 or 108, or a course on gender in anthropology, history, sociology, psychology, or political science.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

WOST 206 Migration, Gender, and Globalization

NOT OFFERED IN 2008-09. This course will explore the dimensions, debates, and histories which pertain to economic migration. Contemporary economic migration must be placed within the context of globalization and, more specifically, the effects of neoliberal economic policies (including 'free trade' agreements) have had globally. Building on the work of feminist theorists who have argued that both neoliberalism and migration are gendered phenomena, we will focus our readings and discussions on using gender as a critical category of analysis for understanding the ways in which globalization has fundamentally altered wealth, production, and movement throughout the world.

Prerequisite: 120 or 108 or a course on gender, migration, or globalization in anthropology, history, sociology, political science
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

WOST 209 Framing the Body through Feminist Theory

Creef

NOT OFFERED IN 2008-09. This course will examine feminist theories and narratives of the body and its representation in visual culture, literature, and history. Our readings will include both theoretical works (on the colonial and ethnographic gaze and cyborg studies) as well as primary materials that include photography, film, and science fiction.

Prerequisite: Open to juniors and seniors only. Not open to students who took this course as WOST 312 in 2004-05 and 2005-06.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

WOST 211/SOC 205 American Families and Social Equality

Hertz

American families are undergoing dramatic changes in social, political, and economic arenas: the rise of the dual-worker family, the increasing number of single mothers, the demands of family rights by gay and lesbian families, and the growing numbers of couples having children at older ages. The new economy poses real challenges for American parents as the social and economic gaps between families continues. As women dedicate a greater proportion of their time to the workplace, more children are cared for outside the home. How do children view parents' employment? How do families function when they have only limited hours together? What does fatherhood mean in these families? Using a provocative blend of social science, novels, and memoirs, we will examine how gender, race, ethnicity, and social class shape the experience of family life in the contemporary United States. *Students may register for either WOST 211 or SOC 205 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

WOST 212 Feminist Bioethics

Galarneau

How would bioethics differ if it took seriously the experiences and needs of women and other marginalized social groups? This course engages the works of feminist theorists and practitioners in philosophy, religion, law, medicine, public health, and the social and biological sciences – works that develop more inclusive bioethical theories and practices in the service of the health and well-being of all persons and communities. Feminist bioethics is both critical and constructive in its attention to moral frameworks, principles, norms, and values related to the conditions for human health including health care's professions, practices, and institutions. Also addressed are gender, race, and class disparities in health status, clinical care, and biomedical research.

Prerequisite: WOST 108, 120 or PHIL 249 or permission of instructor
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

WOST 214 Women, Reproduction, and Health

Galarneau

This multi-disciplinary course introduces a broad range of concepts and issues related to contemporary women, health, and health care in the United States. Conventional indicators of women's health, recent research in economic inequality and poverty, and the women's health movement help us understand women's health status beyond simple morbidity and mortality. The course incorporates foci on reproductive health (including midwifery and new technologies), relational violence (with attention to historical responses and prevention efforts), and HIV/AIDS (including global inequities in risk, incidence, and treatment).

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

WOST 216 Women and Popular Culture: Latina Nannies and the Latina Sex Pot

Mata

This course proposes an analysis of popular cultural productions and the ways in which they represent Chicanas and Latinas. Cultural productions go beyond just entertaining an audience; they help to inform how we see ourselves and the world around us. These productions often support traditional stereotypes about marginalized groups. The course will encourage students to question the ways in which Chicana/Latinas are reduced to stereotypes that reinforce hierarchies of race and gender. By critically reading popular productions as analyzable cultural texts, we will ask: How do cultural productions perpetuate the "otherness" of Chicana/Latinas? What role does sexuality play in the representation of the Chicana/Latina subject? In what ways do cultural productions by Chicana/Latinas resist/challenge negative images?

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

WOST 217 Growing Up Gendered

Marshall

This course focuses on childhood and the teen years in the United States. How do we become gendered? What are the experiences of children and teens in families, schools, and peer groups that contribute to that process? What is the relationship between pop culture and the gendered lives of children and teens? How does gendering vary by race/ethnicity and social class? We will explore the core issues in the field, including the importance of including the voices of children and teens, the ways in which gender is constructed in social interactions, the intersections of gender, sexuality and peer status, and the importance of collective and individual agency.

Prerequisite: 108 or 120
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

WOST 219 Gender in the Workplace

Marshall

Women now make up almost half of the U.S. workforce; 75% of employed women work full-time and 62% of mothers of infants are employed. This course explores the experiences of women and men in the changing U.S. workplace. The course will address key issues related to gender, race and class in the workplace, with a focus on (1) the social organization of work—the nature of work, division of labor, social inequality—and its consequences for women and men; and (2) gendered organizations and processes of gender discrimination, including sexual harassment.

Prerequisite: 108 or 120 or SOC 102
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

WOST 220 American Health Care History in Gender, Race, and Class Perspective

Reverby

Traditional American medical history has emphasized the march of science and the ideas of the "great doctors" in the progressive improvement in American medical care. In this course we will look beyond just medical care to the social and economic factors that have shaped the development of the priorities, institutions, and personnel in the health care system in the

United States. We will ask how have gender, race, and class affected the kind of care developed, its differential delivery, and the problems and issues addressed.

Prerequisite: 108 or 120 or 222 or permission from instructor.
Distribution: Historical Studies
Semester: Spring Unit: 1.0

WOST 221 Women's Reproduction in Historical Perspective

Freidenfelds

During the nineteenth and twentieth centuries, reproduction, pregnancy and childbearing in the United States underwent dramatic changes, as the result of broad demographic, political, social and technological shifts. These included dramatic declines in infant and maternal mortality rates, the rise of widespread and effective birth control, the medicalization of pregnancy and birth including pre-natal care and testing and hospital-based birthing, the legalization and ongoing cultural contestation of abortion, and the rise of new reproductive technologies. This course examines the relationship between reproduction and large-scale social and political changes using historical and ethnographic readings, as well as in-class analysis of primary media sources such as pregnancy advice literature and an ultrasound video, as well as material culture sources such as a home pregnancy test kit.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

WOST 222 Women in Contemporary American Society

Reverby

This course examines the transformations and continuities in the lives of women in the United States since World War II. We will look critically at the so-called "happy days" of the 1950s, the cultural and political "revolutions" of the 1960s and early 1970s, and the shifts in consciousness over the last five decades. The rise and changes in feminisms and the women's movement will receive special attention. Emphasis will be placed on the differing communities of women and how they have balanced the so-called "private," "public," and "civic" spheres of their lives.

Prerequisite: None
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

WOST 223 Gendering the Bronze Screen: Representation of Chicanas/Latinas in Film

Mata

The history of Chicanas and Latinas on the big screen is a long and complicated one. To understand the changes that have occurred in the representation of Chicanas/Latinas, this course proposes an analysis of films that traces various stereotypes to examine how those images have been perpetuated, altered, and ultimately resisted. From the Anglicizing of names to the erasure of racial backgrounds, the ways in which Chicanas and Latinas are represented has been contingent on ideologies of race, gender, class and sexuality. We will be examining how films have typecast Chicanas/Latinas as criminals or as "exotic" based on their status as women of color, and how Chicano/Latino filmmakers continue the practice of casting Chicanas/Latinas only as support characters to the male protagonists.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

WOST 225 Politics and Sexuality

NOT OFFERED IN 2008-09. This interdisciplinary course will provide an overview of the key texts, topics, debates, and politics that inform the field of sexuality studies. Students will use critical thinking skills to discern how gender and sexuality inform social, political and historical ways of knowing and being. Because this field of inquiry has developed within the context of many different movements for social change, we will be discussing sexuality with respect to its intersections with feminist and LGBTQ (lesbian, gay, bisexual, transgender and queer) movements. We will place these alongside critiques of race, nationalism, fundamentalism, and uneven economic development, and will aim to articulate foundational questions about the relationship between power and sexual subjectivity.

Prerequisite: One 100 level course or permission of instructor
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

WOST 235 Cross Cultural Sexuality

NOT OFFERED IN 2008-09. This course will examine and explore sexuality from cross-cultural perspectives, focusing on the production of sexuality in the context of different disciplines—literature, anthropology, history, and sociology. The course will address the intersections between sexual and socio-cultural, political, and economic discourses. How is sexuality constructed in relation to ideological, social, and political considerations? How are sexual "norms" established, circulated, and maintained in different cultures and at different historical junctures? What, if anything, constitutes sexual otherness in different cultures? How is this negotiated in a global economy and how is it represented under variable conditions? How do different descriptions of sexual behavior interact with the discourses of identity politics and queerness as constituted in the United States?

Prerequisite: 108 or 120 or 222
Distribution: Historical Studies or Language and Literature
Semester: N/O Unit: 1.0

WOST 248 Asian American Women Writers

Creef

NOT OFFERED IN 2008-09. This course surveys the historical development of Asian American women's literature over the last 100 years. Among the questions central to our examination: How is Asian American writing positioned within the larger field of American literature (as well as within the subfields of other ethnic minority literatures)? Is there such a thing as a "canon" in Asian American literature? This course will survey the literature of Asian American women writers since the early twentieth century in their social, cultural, and historical contexts.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

WOST 249 Asian American Women in Film and Video

Creef

This course will serve as an introduction to Asian American film and video, and begin with the premise that there is a distinct American style of Asian "Orientalist" representation by tracing its development in classic Hollywood film over the last 75 years. We examine the politics of interracial romance, the phenomenon of the "yellow face" masquerade, and the different constructions of Asian American femininity, masculinity, and sexuality. In the second half of the course, we look at the production of what has been named "Asian American cinema" where our focus will be on contemporary works, drawing upon critical materials from film theory, feminist studies, Asian American studies, history, and cultural studies.

Prerequisite: One course in women's studies or film/visual arts or Asian American topics; or permission of instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

WOST 250 Research or Individual Study

Prerequisite: Open to juniors and seniors who are majors or minors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

WOST 250H Research or Individual Study

Prerequisite: Open to juniors and seniors who are majors or minors by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

WOST 305 Seminar. Representations of Women of Color

Creef

NOT OFFERED IN 2008-09. A feminist cultural studies approach to the theories and methodologies of the representation of women of color in literature, film, art, and photography. This course surveys the development of contemporary U.S./third world feminism and employs multiple readings in Asian American, Pacific Island, African American, Latina/Chicana, and Native American cultural criticism that position the body as an historical category.

Prerequisite: Open to juniors and seniors only.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

WOST 306/SOC 306 Women and Work

Hertz

The biggest force for change in the U.S. economy has been the growing diversity of the American labor force. The first half of the course emphasizes the impact of gender and racial diversity on the nature of work in America. We will discuss four key aspects: (1) the dynamics of gender and race in the workplace; (2) the tensions between work/family and gender equity; (3) the struggle to integrate women into male-dominated occupations and professions; and (4) the challenges for women in leadership roles. The second half of the course will focus on women as critical to the "new" global workforce in selected regions. We will discuss: (1) women's migration and domestic work; (2) the paradox of caring for others while leaving one's children behind; (3) women in global factories; and (4) women's activism in their home communities. *Students may register for either WOST 306 or SOC 206 and credit will be granted accordingly.*

Prerequisite: One course in ANTH, SOC, ECON, or WOST at the 200-level or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

WOST 307 Imaging Asian/Asian American Women

Creef

NOT OFFERED IN 2008-09. This course will look at Orientalism as a historical discourse as a way of framing the representation of Asian/Asian American women in American culture. We will look at the historical representations of Asian women in the U.S. beginning with the turn of the century world's fairs and the immigration of "picture brides," wartime and postwar incarnations of the "dragon lady" in popular culture (in cartoons and through the figures of "Tokyo Rose" and Yoko Ono), and the work of contemporary Asian American feminist performance, installation, and spoken word artists who engage in self-reflexive critiques of Asian American Orientalism in their creative work.

Prerequisite: At least one course in women's studies or in an Asian American studies related course. Open to juniors and seniors only.
Distribution: Art, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

WOST 308 The Changing Law, the New Family, and the State

NOT OFFERED IN 2008-09. This course examines the legal standing of family membership. As families have become more diverse, the law becomes an arena of political challenge. These new realities—domestic partnerships, reproductive technologies, and the rise of single mothers—have created a contested terrain. For example, what legal formalities do same-sex partners use to mimic the legal protections automatically afforded to their married counterparts? How do committed partners dissolve a marriage-like relationship outside of divorce proceedings? Using legal cases, media portrayals, and public policy statements we will examine how U.S. states are differentially responding to new family forms.

Prerequisite: Juniors and seniors only. One 200-level course in family or gender in ANTH, HIST, PSYC, POLS, SOC, or WOST.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

WOST 311/SOC 311 Seminar. Family and Gender Studies: The Family, the State, and Social Policy

Hertz

Analysis of problems facing the contemporary U.S. family and potential policy directions for the new millennium. Discussion of the transformation of the American family including changing economic and social roles for women and expanding varieties of family types (such as single mothers by choice and lesbian/gay families). Sexuality, teen pregnancy, reproductive issues, day care, the elderly, divorce, welfare, the impact of work on the family, equality between spouses, choices women make about children and employment, and the new American dreams will be explored. Comparisons to other contemporary societies will serve as a foil for particular analyses. Students are expected to work in groups to analyze the media's portrayal of family/gender stories and selected legal cases. *Students may register for either WOST 311 or SOC 311 and credit will be granted accordingly.*

Prerequisite: One 200-level course in family or gender in SOC, ANTH, HIST, POLS, PSYC or WOST, or by permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

WOST 312 Capstone Seminar. Feminist Inquiry

Cheng

Topic for 2008-09 and 2009-10: Global Feminism. This seminar is structured as a critical engagement with the notion of "global feminism" with particular focus on the subject of "sex trafficking." It starts with an examination of some key feminist concerns and debates—feminist epistemology, issues of representation, agency and subjectivity, capitalism and patriarchy post-colonialism and nationalism, globalization, development, and migration. With a grasp of these analytical tools and issues, we move on to examine the formation of transnational women's movements that has mobilized around women's human rights. In the last part, we will see why and how "sex trafficking" has become the convergent point of feminist debates, and the policy implications these differences and politics are having on the lives of women around the world.

Prerequisite: 120 or 108, or a course on gender in anthropology, history, sociology, political science or women's studies, or by instructor's permission. Not open to students who have taken [314] in the past.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

WOST 313 Fieldwork in Women's Studies

Staff

This is a supervised, independent fieldwork project resulting in a research paper, documentary policy initiative, creative arts presentation, or other research product approved by the student's advisor. This project, developed in conjunction with the student's advisor, will have a significant experiential component focusing on women's lives. Students are required to spend either the summer before their senior year or the first semester of their senior year gathering data on a topic of their choice. Topics should be part of the student's area of concentration. Students may (1) work in an organization, (2) work with activists or policy makers on social change issues or social policy issues, (3) design their own fieldwork experience.

Prerequisite: Open to majors and minors only.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

WOST 315 Seminar. Coalitions, Institutions, and Individual Identities

NOT OFFERED IN 2008-09. This seminar will consider how individuals and groups, who differ by gender, class, religion, sexuality, and/or race, formed coalitions to achieve social transformations. Critical moments in differing institutional struggles in American history will be examined. Questions to be covered: Under what conditions are coalitions formed, what holds them together, and how successful have they been in transforming institutions and individual identities? Political movements and institutions to be explored include abolitionism, suffrage, trade unions, schools, civil rights, anti-racism movements, and student activism.

Prerequisite: Open to juniors and seniors only.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

WOST 317 Seminar. History of Sexuality: Queer Theory

Staff

This course will cover terms, concepts, and writers central to the elaboration of queer theory. We will begin by situating the concerns of queer theory within the historical development of lesbian, gay, bisexual, and transgender movements for social change around the world, and within institutional contexts, including those of higher education. We will read some of the works that have come to be framed by the rubric of queer theory, including those works by Foucault, Warner, Jagose, and Butler, and, more generally, works produced under the aegis of cultural studies, anthropology, history, literary studies, philosophy, performance studies, and gender and sexuality studies. Through film, visual art, literature, and theoretical essays, students will be asked to engage with questions of intersectionality, intersubjectivity, governmentality and power that are raised by this theoretical line of inquiry.

Prerequisite: Open to juniors and seniors who have taken any course on gender, race, or sexuality.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

WOST 321 Gender Justice and Health Policy

Galarneau

Various understandings of justice vie for dominance in contemporary health policy debates, especially debates about health care reform and universal access to health care. Yet "just" health care is not limited to reform discussions or to distributive notions of justice which typically ignore social structures (gender, race, class, culture, citizenship), social processes (decision-making, division of labor) and social contexts (poverty, unequal risk for poor health). This seminar explores multiple constructions of justice drawn from moral and political philosophy, religious social ethics, and Catholic social thought (feminist and otherwise). Social, participatory, and distributive justices are examined as normative guides for health and health care policies intended to meet the health care needs of all persons.

Prerequisite: Open to juniors or seniors with WOST 108, 120 or 212, or permission of instructor.
Distribution: Religion, Ethics and Moral Philiosophy
Semester: Spring Unit: 1.0

WOST 323 Sexuality and Childbirth

Freidenfelds

Sex and childbirth are generally among some of the most private of our acts. This course looks at the history of sexuality and childbirth in America, from the Colonial period to the present, with special attention to gender, race, class and sexual preference as they have affected sexual and reproductive experiences. Historians of sexuality and the body have cleverly and creatively drawn upon an amazing array of sources, from seventeenth-century court records in which defendants testify about the details of their alleged fornication, to early twentieth-century psychiatric patient records documenting the sexual acts and attitudes of rebellious teenage girls institutionalized for their transgressions. In this course, we examine both the sources themselves and the ways in which historians have analyzed them and constructed persuasive historical narratives with the evidence they provide.

Prerequisite: One course in history or women's studies, or permission of the instructor.
Distribution: Historical Studies
Semester: Spring Unit: 1.0

WOST 324 Seminar. History, Memory, and Women's Lives

Reverby

If a woman speaks of her experiences, do we get closer to the "truth" of that experience? How can oral history provide a window into the lives of women in the past and what does it close off? Analysis of methodological and theoretical implications of studying women's lives through oral histories as a way to end the silences in other historical forms. Special attention to be paid to other genres—history, fiction, ethnographies—as a foil to explore the strengths, and limitations, of the oral history approach.

Prerequisite: 108 or 120 or 222 or HIST 257
Distribution: Epistemology and Cognition or Historical Studies
Semester: Fall Unit: 1.0

WOST 326 Crossing the Border(s): Narratives of Transgression

Mata

This course examines literatures that challenge the construction of borders, be they physical, ideological, or metaphoric. The theorizing of the border, as more than just a material construct used to demarcate national boundaries, has had a profound impact on the ways in which Chicana/Latinas have written about the issue of identity and subject formation. We will examine how the roles of women are constructed to benefit racial and gender hierarchies through the policing of borders and behaviors. In refusing to conform to gender roles or hegemonic ideas about race or sexuality, the Chicana and Latina writers being discussed in the course illustrate the necessity of crossing the constructed boundaries of identity being imposed by the community and the greater national culture.

Prerequisite: 120 or 108 and a 200 level WOST course or by permission of instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

WOST 327 Feminist Theory and Social Movements

NOT OFFERED IN 2008-09. This course will provide an overview of feminist theories, and will place these theories in relation to orientalism, race, and social movements. Students will develop an understanding of feminist theory, and where and how feminism and movements for social and/or policy change have intersected with one another. These theoretical intersections will be examined through three major contemporary political debates within gender and sexuality studies: political asylum, human trafficking, and militarism. This approach to studying theories of gender and sexuality will allow us to consider broader questions of a) the relationship between the local and the global, b) the role of dissent and debate in the formation and development of political rubrics, and c) the relationships between theory, politics, and practice.

Prerequisite: 120 or 108 or a course in anthropology, history, sociology, political science, women's studies or by instructor's permission
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

WOST 350 Research or Individual Study

Prerequisite: Open to seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

WOST 350H Research or Individual Study

Prerequisite: Open to seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

WOST 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

WOST 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

AFR 212 Black Women Writers

AFR 222 Images of Women and Blacks in American Cinema

AFR 280 Wintersession in Ghana

ANTH 238 The Vulnerable Body: Anthropological Understandings

ANTH 269 Anthropology of Gender, Marriage, and the Family

ANTH 340 Gendered Violations

ARTH 230 Frank Lloyd Wright and the American Home

ARTH 331 Seminar. The Art of Early Modern Europe

ARTH 342 Seminar. Domesticity and Its Discontents

ARTH 364 Women Filmmakers: History and Theory of Subversion

CAMS 317 Film Theory: Spectatorship and Women in Cinema

CHIN 230/330 Writing Women in Traditional China (in English)

CHIN 232/332 Writing Women in Modern China (in English)

CLCV 213 Gender in Antiquity

CPLT 330 Seminar. Comparative Literature. Topic for 2008-09: Girls, In Theory

CLPT 334 Literature and Medicine

ECON 243 The Political Economy of Gender, Race, and Class

ECON 343 Seminar. Feminist Economics

EDUC 312 Seminar. History of Childhood and Child Welfare

ENG 114 Masterworks of American Literature

ENG 269 Asian American Literature

ENG 272 The Victorian Novel

ENG 286 New Literatures. Topic for 2008-09: Lesbian and Gay Writing from Sappho to Stonewall

ENG 383 Women in Literature, Culture, and Society. Topic for 2008-09: Jane Austen Among Others

FREN 208 Women and Literary Tradition

FREN 218 Négritude, Independences, Women's Issues: Francophone Literature in Context

FREN 304 Male and Female Perspectives in the Eighteenth-Century Novel

FREN 313 George Sand and the Romantic Theater

FREN 319 Women, Language, and Literary Expression

FREN 321 Selected Topics

FREN 327 A Fascination with Bodies: The Doctor's Malady

FREN 329 Colette/Duras: A Pleasure unto Death

GER 329 Readings in Enlightenment and Romanticism

HIST 257 Women, Gender, and the Family in American History

HIST 301 Seminar. Women of Russia: A Portrait Gallery

HIST 364 Seminar. Women in Islamic Society: Historical Perspectives

ITAL 212 Italian Women Directors. The Female Authorial Voice in Italian Cinema (in English)

JPN 111 Gender and Popular Culture of Japan (in English)

ME/R 248 Medieval Women Writers

MUS 222/322 Music, Gender, and Sexuality

PHIL 217 Philosophy of Science: Traditional and Feminist Perspectives

PHIL 249 Medical Ethics

POL2 307S Seminar. Women and Development

POL3 322 Seminar. Gender in World Politics

POL4 344 Seminar. Feminist Political Theory

PSYC 303 Psychology of Gender

REL 207 Goddesses, Queens, and Witches: Survey of the Ancient Near East

REL 209 Women, Sexuality, and Patriarchalism in the New Testament

REL 225 Women in Christianity

REL 243 Women in the Biblical World

REL 323 Seminar. Feminist Theologies

RUSS 282 From Russia With Love: Family and Sexuality in Twentieth-Century Russian Literature (in English)

SOC 209 Social Inequality

SOC 234 Gender and International Development

SOC 275 The Sociology of the Body

SPAN 260 Women Writers of Spain, 1980 to the Present

SPAN 265 Introduction to Latin American Cinema

SPAN 267 The Writer and Human Rights in Latin America

SPAN 269 Caribbean Literature and Culture

SPAN 271 Intersecting Currents: Afro Hispanic and Indigenous Writers in Latin American Literature

SPAN 279 Jewish Women Writers of Latin America

SPAN 305 Seminar. Hispanic Literature of the United States

SPAN 327 Seminar. Latin American Women Writers: Identity, Marginality, and the Literary Canon

THST 212 Representations of Women on Stage

Directions for Election

A major in women's studies offers an opportunity for the interdisciplinary study of women from the perspectives of the humanities, sciences, and social sciences. Women's studies majors seek an understanding of the new intellectual frameworks that are reshaping thought about the meaning and role of gender in human life. Majors pursue knowledge of gendered experiences in diverse cultures and across time, examining the ways in which race, social class, sexuality, and ethnicity are constitutive of that experience.

A major in women's studies requires nine units taken both within the department and through the related courses taught in other departments. Of these, two units must be 300-level courses (not counting 350, 350H, 360, or 370). Not more than two units can be 100-level courses.

Students are encouraged to enter the department through one of the three core units: WOST 108 (The Social Construction of Gender), WOST 120 (Introduction to Women's Studies), or WOST 222 (Women in Contemporary American Society). Majors must take one of these units as a required course. Apart from this one required unit (108, 120 or 222), majors must elect at least three other units offered within the women's studies department, of which one should be a seminar. Courses at the 100 level are introductions to topics in women's studies. They are taught from the perspective of each faculty member's specialty. Courses at the 200 level are overviews to substantive areas. Courses at the 300 level provide in-depth examination of material covered in 200-level courses. Students majoring in women's studies must elect four of the nine units in such a way that they form a "concentration," i.e. have a focus or central theme in common. Such concentration should include relevant method and theory units in the area of concentration, and must be discussed with and approved by a women's studies faculty advisor. Priority in all courses above the 100 level will go to majors and minors. Students selecting 300-level courses must have one course listed in the department.

The Capstone Experience in Women's Studies
All majors will be required to select a capstone experience, with the guidance of their advisor, from the following three options offered in 2008-09 and 2009-10. Students should begin to think about which option would best fit their concentration when they declare the major. They must declare their option by the end of their junior year.

Option 1: WOST 312 (Seminar. Feminist Inquiry). Each year the seminar will be a different special topic. For 2008-09 and 2009-10, the topic is "Global Feminism" taught by Professor Cheng.

Option 2: WOST 313 (Fieldwork in Women's Studies).

Option 3: WOST 360/370 (Senior Thesis).

Option three is the traditional senior honors thesis which requires two units during the senior year. See Academic Distinctions in this catalog for requirements. A thesis does not need to have an experiential component but typically it is based on some original research. Option 2 must involve an experiential component.

A minor in women's studies consists of five courses, of which one must be chosen from among 108, 120, or 222, and of which one must be a 300-level course (not 350 or 350H) offered within the department. A total of at least three courses must be taken within the women's studies department. Minors must devise a three-course "concentration" (see above) in consultation with a women's studies faculty advisor (the chair or any of the four women's studies faculty members). Not more than one unit can be a 100-level course.

Women's Studies Advanced Placement Policy
Women's studies does not allow students to count AP credits towards the fulfillment of the major or minor.

Honors
The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

The Writing Program

Director: *Wood*

Senior Lecturer: *Iwanaga, Schwartz, Viti, Wood*

Visiting Lecturer: *Johnson, Pepper*

Writing is central to academic life at Wellesley and will continue to play an important role in most students' lives after they graduate, whether they choose majors in the sciences, the social sciences, or the humanities. WRIT 125 provides a common introductory experience in college-level thinking and writing for all students at Wellesley and is also assumed to provide the base for writing assigned in later courses. WRIT 125 courses are taught by faculty from many departments as well as by a team of writing professionals; all WRIT 125 faculty view writing as an important part of their own professional lives and are committed to helping Wellesley students learn to use writing as a powerful tool of thought and expression, a way to gain entrance to public discourse.

All WRIT 125 courses have the primary goal of helping students establish a useful writing process, from developing ideas through revision. All sections provide instruction in analysis and interpretation, in argument and the use of evidence, in the development of voice, and in the conventions of academic writing, including writing from sources. Students may choose to take a standard WRIT 125 course (meeting two periods a week and addressing a small, well-defined topic related to the instructor's expertise), or to study writing as part of an introductory course in another department (these "combined courses" are designated with a slash in the course title; all carry one unit of credit, fulfill distribution and/or major requirements, and meet for at least three periods each week).

All students are required to take WRIT 125 in either the fall or spring semester of their first year at Wellesley. Students who lack confidence in their writing are advised to take WRIT 125 in the fall and to select one of the sections designated for under-confident writers (12, 13, 15 in semester I). Sections 10 and 11 are reserved for students who have chosen to enroll in the Wellesley Plus Program.

Students who wish to pursue the study of writing beyond WRIT 125 may select independent study in writing (WRIT 250 for a full unit or WRIT 250H for a half unit of credit) with a member of the writing program staff, but they should also be aware that many courses at Wellesley are taught writing intensively, offering the opportunity to study writing as part of their disciplinary study. Students wishing to pursue course work in creative writing should consult the English Department course listings.

PLEASE NOTE: Students may not take a second semester of WRIT 125 unless they have the written consent of the Director of the Writing Program.

Semester I

WRIT 125 01, 02 /ENG 120 Critical Interpretation

Rosenwald, Wall-Randell (English)

A course designed to increase power and skill in critical interpretation by the detailed reading of poems and the writing of interpretive essays. *This course satisfies both the WRIT 125 requirement and the critical interpretation requirement of the English major. Includes a third session each week.*

Prerequisite: None
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

WRIT 125 03, 04/ARTH 100 Introduction to the History of Art Part I: Ancient and Medieval Art

Bedell, Rhodes (Art)

A broad multicultural survey of the art of the ancient and medieval worlds. This team-taught course focuses upon major monuments and masterpieces, including the Egyptian pyramids, the temples and sculptures of Greece and Rome, the Buddhist shrines of India, the painted scrolls of China and Japan, the mosques of the Islamic Near East, and the Gothic cathedrals of Europe. Students in this section of ARTH 100 will attend the same twice-weekly lectures as the other ARTH 100 students, but their assignments will be different, and they will attend two special WRIT 125 conferences each week. Through writing about art, students in 100/125 will develop skills in visual and critical analysis. *This course satisfies the WRIT 125 requirement and counts as a unit towards a major in art history, architecture, or studio art.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

WRIT 125 05/RUSS 125 Great Short Stories from Russia

Bishop (Russian)

Russian literature has given the world some of the best stories ever told, and this course surveys two centuries' worth of them. Someone once quipped that all of twentieth century Russian literature came out of Nikolai Gogol's "Nose." And so we begin with "The Nose" and other ridiculous stories by Gogol. We will go on to read some of the finest short stories of Chekhov and the Nobel Prize winner Ivan Bunin. The grotesque realism of Isaac Babel's stories and the magical realism of Vladimir Nabokov's also lie within the scope of this course. We will conclude with the late and post-Soviet stories of Tatiana Tolstaia and Ludmilla Petrushevskaia. *No prior knowledge of Russian language or literature is required. This course satisfies the WRIT 125 requirement and counts as a unit toward the major in Russian Language and Literature. Includes a third session each week.*

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

WRIT 125 06/WOST 108 The Social Construction of Gender

Marshall (Women's Studies)

This course discusses the ways in which gender is socially constructed through social interactions and within social institutions. The relationship among gender, race, ethnicity, and social class will be stressed. The processes and mechanisms that construct and institutionalize gender will be considered in a variety of contexts: political, economic, religious, educational, and familial. *This course satisfies the WRIT 125 requirement and counts toward the major in Women's Studies. Includes a third session each week.*

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

WRIT 125 07/CAMS 110 The Political Documentary

Wood (The Writing Program)

Recently, documentary films on overtly political issues have had long runs in US theatres. The purpose of this course is to develop a critical approach to such films as *Fahrenheit 911, Sicko, The Fog of War, Control Room*, and *An Inconvenient Truth* as well as several international documentaries. How are these films constructed to make an argument? Do we expect "truth" and "objectivity" in documentary films—or the opposite? What is the range of evidence documentary filmmakers amass for their films, and how do they assemble that evidence in the final cut? What happens when the filmmaker makes his/her presence felt in the film? Readings and writing assignments will emphasize analysis of these films as films in order to understand the films as political statements. *This course satisfies the WRIT 125 requirement and counts as a unit toward the major in Cinema and Media Studies. Includes a third session each week.*

Prerequisites: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

WRIT 125 08 Russians in America; Americans in Russia

Bishop (Russian)

Since the collapse of the Soviet Union, immigrants from Russia have arrived in the United States in record numbers. Americans' access to Russia has increased as well, allowing for unprecedented cultural interaction. In this course, we will investigate issues of culture shock, assimilation, and the creation of new communities in both the United States and Russia. What does it feel like to be immersed in a foreign culture? How do immigrants integrate their native and new experiences? We will address these questions through the analysis of short stories, memoirs, and films by and about Russian-Americans and Americans living in Russia. We will also explore the Russian community in Boston, visiting a Russian neighborhood and interviewing local immigrants.

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 09 TBA

Miwa (Chemistry)

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 10, 11 Just Enough for the City: The Urban Experience

Ford (English), Schwartz (The Writing Program)

How do cities shape an individual's identity and values? We will consider this question through depictions of life in the modern American city in a number of different genres: short fiction, personal essays, TV drama, film, music, and scholarly work in fields ranging from literary criticism to social science to ecology. In their writing assignments and revisions, students will cover a range of academic disciplines, with attention to the particular strengths and requirements of each. A third class session each week will be devoted to technical aspects of writing, and an additional research and computing lab will be led by Clapp Library staff. The course will provide extra academic support to students who desire intensive preparation for the demands of writing at the college level. *Mandatory credit/non-credit.*

Prerequisite: Registration restricted to students selected for the Wellesley Plus Program.
Distribution: None
Semester: Fall Unit: 1.25

WRIT 125 12 The Role of Stories

Schwartz (The Writing Program)

This course looks at the rich and various roles stories play. We look at the short story as a literary form, examining the techniques by which writers reveal their visions. This section is appropriate for students who have not done much writing in high school or who perhaps lack confidence in writing (but who love to read stories). *Mandatory credit/non-credit.*

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 13 The Wire and the American City

Viti (The Writing Program)

The acclaimed HBO television series *The Wire* has opened up a new avenue for scholars, urban community members, and everyday viewers to consider the complex problems of the contemporary American city. In this course, we will look at the rich array of new writing by sociologists, legal analysts, and political scientists in relation to selected episodes of *The Wire*. Required readings from authors including Randall Kennedy, Geoffrey Canada, William Julius Wilson, Kurt Schmoke, David Simon, and William Bennett as well as screenings of *The Wire* will serve as a springboard for argument and writing. This course emphasizes both writing and research skills. This section is appropriate for students who have not done much writing in high school or who lack confidence in their writing. *Mandatory credit/noncredit.*

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 14 Watching the Supreme Court

Viti (The Writing Program)

In this course, students will read and write about landmark United States Supreme Court opinions, and in doing so, locate important themes and trends in the Court's decisions, beginning with the power of judicial review in *Marbury v. Madison*, and jumping ahead to more recent decisions about the Fourteenth Amendment and equal educational opportunity (*Brown v. Board of Education*), privacy rights (*Griswold v. Connecticut* and *Roe v. Wade*), executive privilege (*U.S. v. Nixon*), and federalism (*Bush v. Gore*). We will also read and analyze essays and reports by journalists and legal scholars who comment on the Supreme Court, including Laurence Tribe, Bob Woodward, Nina Totenberg, Jeffrey Rosen, and Jeffrey Toobin.

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 15 The International Short Story

Iwanaga (The Writing Program)

Fiction may not be about real lives, but it certainly represents real life. As we read short stories by writers from a variety of countries, we will discover and discuss both what is particular and what is universal about their experiences, issues, and themes. Topics may include gender issues, parent-child relationships, work, and war. Students will do close readings of texts to discover the tools that writers use to reveal and develop their ideas. Formal assignments will ask students to analyze texts, while a few shorter assignments will offer students the opportunity to write creatively as well. *For students who speak English as an additional language. Mandatory credit/non-credit.*

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 16 Caught between Cultures: Identity, Choice, and the Hyphenated American

Iwanaga (The Writing Program)

What happens when people identify with (or are identified as having) a particular ethnicity? In this course we examine how non-Anglo writers have contended with the issues they face living in this predominantly Anglo society: stereotyping, culture clashes, racism, and Old World parental expectations. Texts we will read and write about may include works by Julia Alvarez, Danzy Senna, lê thi diem thúy, and Velina Hasu Houston.

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 17 The Novels of Jane Austen

Meyer (English)

Students will read a selection of the great novels of Jane Austen and use her work to learn skills for the close reading of fiction in general. We will study the details of Austen's fictional technique. From what perspective are the novels told? How does the author reveal her attitudes toward her characters? At the same time we will consider the broader questions raised by the novels. What values motivate Austen's fiction? How does she comment on the larger social and historical scene? What are her views on such issues as slavery or the proper role of women? *Mandatory credit/non-credit.*

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 18 The Witches of Salem Village

Sheidley (History)

Between January 1692 and May 1693, 144 women and men living in or near Salem, Massachusetts, were accused of witchcraft. Fifty-four of the accused confessed, nineteen were hanged, one was pressed to death by heavy stones, and three more died in custody. Using the original records of the witch trials as well as other historical documents, students will develop their own understanding of the causes of this episode. Conflicting treatments of these long-ago events in scholarship, literature, and film will challenge students to consider why "Salem witchcraft" has become such an important part of the American cultural imagination. Through writing assignments and class discussion, we will learn key elements of writing about history: how to contextualize historical evidence, interpret causation, and narrate change over time.

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 19 Macbeth: Shakespeare's Anatomy of Evil

Cain (English)

In this course, we focus on *Macbeth*, the most intense and disturbing of Shakespeare's tragedies. We will analyze the language, characters, and themes of the play in depth and detail, as well as documents and texts from the period dealing with free will and predestination, witchcraft, and tyrannicide. We will consider important film versions by Orson Welles, Roman Polanski, Akiri Kurosawa, and Trevor Nunn. Students with some prior interest in and knowledge of Shakespeare will especially enjoy and benefit from this course. *Mandatory credit/non-credit.*

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 20 The Image of Islam in Western Literature, Media, and the Arts

Rollman (History)

Through critical evaluation of selected texts and images produced by European and American travelers, academics, journalists, and artists during the nineteenth and twentieth centuries, the course will explore how cultural stereotypes have had, and continue to have, a formative impact on the way Islam, Muslims, and the Middle East are understood in the West. Students will analyze the processes by which these representations and assumptions are created and perpetuated, their impact in specific historical contexts, and their relevance to broader issues of intercultural communication and understanding.

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 21 Infectious Reading

Pepper (The Writing Program)

From the Black Death of the Middle Ages to the current HIV pandemic, infectious disease has been a chronic scourge. By the late nineteenth century, it was apparent that these diseases were caused by specific pathogens, which could be injected into an animal to reproduce the symptoms of the disease. So began the extraordinary—and heroic—efforts to curb infection and to cure these diseases. We will explore the causes and processes of infection by reading popularized and professional accounts of the science. Much can also be gleaned from novelists whose characters have been stricken, and to this end, we will examine the use of disease in works of fiction to understand the impact of infectious disease not only on human life and history, but also on human imagination.

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 22 Source and Sorcery: All about Food

Pepper (The Writing Program)

We begin life as dependent creatures, needing both food and someone to feed us. Dependence on food continues throughout our lives, connecting us, ultimately, to the earth as the source of all our (physical) nourishment. Individuals—and, indeed, cultures—handle the provision, distribution, and sharing of food in various ways. Industrial agriculture is one model. But with industrialization, food has been profoundly transformed. This course will explore several questions. What are our sources of food? What decisions do we make concerning food, as individuals and as a society? How do we evaluate information concerning food and nutrition? And how much "sorcery," from food additives to pesticides to genetic engineering, are we willing to accept?

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 23 Poetry and Other Arts

Johnson (The Writing Program)

Drawn both to tradition and innovation, modern poets have reinvented older forms and explored links between poetry and other arts, such as painting, music, film, and even the medical arts. This course will feature sonnets and ekphrastic poems (including those on exhibit at the Davis Museum), as well as poems by Stevens and Neruda that were used as source material for, respectively, a musical composition and the film *Il Postino*. In addition to studying these various forms of poetry and their links to art, we will consider the relationship between poetry and healing. Also, in examining spoken word poetry, students will view the film *SlamNation* and debate whether and how we should distinguish "good" poems from "bad" ones. Students will be required to attend at least one live poetry reading or slam.

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 225/ENG 206 Non-Fiction Writing

Writing 225/ENG 206 is a changing topics writing workshop that will each year take up a particular non-fiction writing genre. Open to all students who have fulfilled the Writing 125 requirement; please note that this course is not intended as a substitute for Writing 125. *Enrollment limited to 15 students. Mandatory credit/noncredit.*

Topic A for 2008-09: Writing the Travel Essay

Sides (English)

If you have taken a trip lately—junior year abroad, summer vacation, spring break—or look back fondly or in horror at a family road trip, come write about your travels! We will be studying the genre of the literary travel essay (as distinguished from the more journalistic travel writing in newspaper travel sections) and writing our own travel narratives. The course will focus on the essentials of travel writing: evocation of place, a sophisticated appreciation of cultural differences, a considered use of the first person (remember, travel narratives are closely related to the genre of memoir), research, and strong basic writing skills.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

WRIT 250 Research or Individual Study

Prerequisite: Open to qualified students who have completed 125. Permission of the instructor and the Director of the Writing Program required.
Distribution: None
Semester: Fall, Spring Unit: 1.0

WRIT 250H Research or Individual Study

Prerequisite: Open to qualified students who have completed 125. Permission of the instructor and the Director of the Writing Program required.
Distribution: None
Semester: Fall, Spring Unit: 0.5

Semester II

WRIT 125 01, 02/ENG 120 Critical Interpretation

Fisher (American Studies), Hickey (English)

Please refer to description for WRIT 125 01, 02 / ENG 120, Semester I.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

WRIT 125 03/ARTH 101 Introduction to the History of Art Part II: Renaissance to the Present

Rhodes (Art)

A foundation course in the history of art. From Michelangelo to media culture, this course introduces the visual cultures of Europe, Africa, and the Americas, beginning with the Renaissance, using key issues and monuments as the focus of discussion. Students in this section of ARTH 101 will attend the same twice-weekly lectures as the other ARTH 101 students, but their assignments will be different, and they will attend two special Writing 125 conferences each week. Through writing about art, students in 101/125 will develop skills in visual and critical analysis. *This course satisfies the WRIT 125 requirement and counts as a unit toward a major in art history, architecture, studio art, or media arts and sciences.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

WRIT 125 04/ENG 122 Narrative Theory

Lee (English)

How are stories put together? How do they create the sense that they are told from a distinct perspective? How do they create anticipation and retrospection? How do we distinguish the telling from the tale? This course offers an introduction to narrative theory, or theories that explain the devices and structures that stories use in order to make meaning. We will read excerpts from major works of narrative theory (Bal, Genette, Barthes), and we will explore how their concepts yield a better understanding and appreciation of short stories (as well as novels). Authors may include Balzac, Joyce, Conrad, and Faulkner. *This course satisfies the Writing 125 requirement and counts as a unit toward the English major. Includes a third session each week.*

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

WRIT 125 05/EDUC 102 Education in Philosophical Perspective

Hawes (Education)

This course is guided by questions such as: What is education? How do an individual's own efforts to make sense of the world and to guide her life relate to schools and academic work? To the diversity of experiences and cultures? What should the aims of education be? The focus will be on perspectives and processes of learning and teaching. We will use the works of earlier writers (for example, Confucius, Plato, and Dewey) and contemporary writers as starting points in our investigations. *This course satisfies the WRIT 125 requirement and counts as a unit toward the Teacher Education or Education Studies minor. Includes a third session each week.*

Prerequisite: None
Distribution: Epistemology and Cognition
Semester: Spring Unit: 1.0

WRIT 125 06/CAMS 120 Women in Film

Wood (The Writing Program)

To a large extent, film is about watching, and much film is about watching women. This course provides basic instruction in film analysis, and then makes a foray into theories of cinema. How does the camera work, not only to display its characters, but also to direct the gaze upon them? What are the relationships between the visual spectacle and the progress of the film's story? Writing assignments ask students to observe, analyze, interpret, and explain. *This course satisfies the WRIT 125 requirement and counts as a unit toward the major in Cinema and Media Studies. Includes a third session each week.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

WRIT 125 07/ JPN 155 Exploring Solitude: Japanese Writers Across the Ages

Morley (East Asian Languages and Literatures)

In Japanese literature, solitude has been shaped into an intensely emotional response to nature and human experience. The esthetic values that many feel lie at the heart of the Japanese literary and artistic tradition: *sabi* (solitude), *wabi* (the aged or weathered), *yugen* (subtle mystery), and *shiori* (wilting) arose from this preoccupation with solitude. How do we recognize these values in the literature that we read? Do they resonate with our own experience? What Buddhist cultural beliefs influenced the development of these values in Japan? How are they recast in modern fiction to recapture what is felt to be a uniquely "Japanese" atmosphere? *No prior knowledge of Japanese language or literature is required. This course satisfies the WRIT 125 requirement and counts as a unit toward a major in Japanese or East Asian Studies. Includes a third session each week.*

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

WRIT 125 08/AMST 150 Defining Asian American Literature

Iwanaga (The Writing Program)

The question we will pose at the outset, and that we will revisit frequently, is "What defines Asian American literature?" The writer's ethnicity? The topic? Both? Neither? Authors studied will likely include Maxine Hong Kingston, Patti Kim, Jhumpa Lahiri, R.O. Butler, Peter Ho Davies, Sandra Tsing Loh, Monique T.D. Truong. Students will also read essays on the power of creativity and the imagination. As students refine their definitions of Asian American literature, spurred on by texts that challenge their initial ideas, they will work toward defining American identity itself. *This course satisfies the Writing 125 requirement and counts as a unit toward the Asian American Studies major. Includes a third session each week.*

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

WRIT 125 09 Law, Literature, and Film

Viti (The Writing Program)

We will read and write about short works of fiction and nonfiction, as well as popular films that reflect society's values concerning law and justice. Readings will be selected from works of Elie Wiesel, Franz Kafka, and Jeanne Houston, and popular and classic films such as *Inherit the Wind, To Kill a Mockingbird, The Verdict, Dead Man Walking,* and *The Firm.* Students will be required to attend evening screenings of five films. Each film will be shown on a weeknight and again on a Sunday night, to accommodate varying student schedules. *Mandatory credit/non-credit.*

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 10 TBA

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 11 The Art of Fiction

Schwartz (The Writing Program)

This course examines the basic elements of short fiction, but it might also be titled "How Writers Write." In conjunction with reading and writing about short stories, we'll study commentaries about the art of fiction by writers such as Flannery O' Connor, Henry James, Raymond Carver, Charles Baxter and Lorrie Moore. We will approach these texts as a source of inspiration and instruction for our own efforts to master the writing process. In order to better appreciate a short story writer's technical and artistic strategies, we will occasionally try our hand at some fictional exercises. Note: This is not a fiction writing course; the fiction writing exercises are assigned in conjunction with analytical papers.

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 12 Modern North African Writers: Identity and Struggle

Rollman (History)

Since independence (1956-1962), North African writers have played a prominent, often courageous, role in the ongoing struggle to turn the promises of national liberation from colonial rule into daily life realities for the people of Algeria, Tunisia, and Morocco. This course focuses on works in English translation by four women writers who have spoken especially eloquently and strongly for human rights and against the harsh realities of the post-colonial order: Laila Lalami, Assia Djebar, Monia Hejaiej, and Leila Abouzeid. Writing projects will examine the issues (identity, patriarchy, democracy, poverty, freedom of expression) addressed in their works, as well as the evolution of the writing form and style in response to intensely contested linguistic, cultural, economic, and political terrains that configure North Africa today.

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 13 The Story and the Writer
Cezair-Thompson (English)
Students will read and discuss stories by a wide range of writers, including James Joyce, Flannery O'Connor, and Gabriel Garcia-Marquez. Essays will be based on these readings. *Mandatory credit/non-credit.*

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 14 Hamlet: Poem Unlimited
Cain (English)
The topic for this course will be Shakespeare's *Hamlet*—the greatest of all plays, a towering artistic achievement that is as vital and provocative as ever and open to endless inquiry. We will study the text intensively; enjoy and examine a number of film adaptations; survey treatments of the play by major critics, intellectuals, philosophers, and psychologists of the past (e. g., Samuel Taylor Coleridge, A. C. Bradley, Sigmund Freud); and explore the play's fascination and importance for contemporary scholars and literary theorists (e.g., René Girard, Harold Bloom).

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 15, 16: Athletes and Artists
Johnson (The Writing Program)
In studying the intersections of sport and art in America, we will analyze the ways in which athletes and athletics have been represented in literature and film, and we will examine how writers and others use sport as a metaphor or find deeper meaning in it. We will also consider philosophical questions regarding the nature of art and of athletics and their proper role in our society. In addition, we will explore the relationship between athletics and the liberal arts, particularly in light of recent arguments that an increasing focus on athletics is undermining the academic mission of many schools.

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 17 Primates and Us
Pepper (The Writing Program)
The animal and the human may be closer than we think. Where we draw the line between them is indicative of how we situate ourselves in the natural world. For example, if we consider intelligence to be a uniquely human attribute, we may cultivate particular attitudes toward animals. The great apes (chimpanzees, gorillas, orangutans, and gibbons), even as they stand on the verge of extinction, offer an extraordinary window through which to explore the human/nature divide. In this course, we will consider these amazing creatures and the remarkable studies that have been done of them, as well as our common evolution and our ongoing relationships, cultural, biological, and scientific.

Prerequisite: None
Distribution: None
Semester: Fall, Spring Unit: 1.0

WRIT 125 18 Twenty-first-Century Biomedical Literacy
Crum (Biological Sciences)
Should Wellesley students be immunized with the newly licensed cervical cancer vaccine? Is Avian (bird) flu to be a twenty-first-century pandemic of catastrophic import? Is alcohol really "good" for you? If you have a family history of breast cancer or Alzheimer's disease, should you be tested for associated gene mutations? How is biomedical research effectively communicated to audiences both scientific and public? This course helps students understand the basic structure of scientific investigation and writing by investigating such current topics, comparing published studies in scientific journals to distillations by science writers in newspapers and magazines. Writing assignments will range from the technical to the popular, and will include instruction in effective figure design. *Mandatory credit/non-credit.*

Prerequisites: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 19 The American Frontier: History, Myth, and Memory
Sheidley (History)
From Davy Crockett and Natty Bumppo to Annie Oakley and Laura Ingalls Wilder, the frontier has given American popular culture some of its most vivid characters. This course examines the creation of the American frontier as both a place and an idea, a site of human experience and of cultural production. What was life on the frontier like? How and why did it come to occupy such an important place in American culture? We will use visual art, film, dime novels, and tall tales in addition to more traditional scholarly works in order to explore the changing meanings that Americans have attached to the frontier and frontier experiences from the eighteenth century through the present.

Prerequisites: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 126 Writing Tutorial
Schwartz (The Writing Program)
An individual tutorial in expository writing, taught by juniors and seniors from a variety of academic departments. An opportunity to tailor reading and writing assignments to the student's particular needs and interests. Tutorial meetings are individually arranged by students with their tutors. *Mandatory credit/non-credit.*

Prerequisite: Open to students from all classes by permission of the instructor.
Distribution: None
Semester: Spring Unit: 1.0

WRIT 225/ENG 206 Non-Fiction Writing
WRIT 225/ENG 206 is a changing topics writing workshop that will each year take up a particular non-fiction writing genre. Open to all students who have fulfilled the Writing 125 requirement; please note that this course is not intended as a substitute for Writing 125. *Enrollment limited to 15 students. Mandatory credit/noncredit.*

Topic for 2008-09: Reviewing the Arts
Shetley (English)
The best reviewing enriches our understanding of particular artworks, and helps to frame the expectations with which we approach new aesthetic experiences. In this course, students will write numerous reviews of new works, and study reviews by the best practitioners of the art. We will discuss one another's writing, workshop-style, but will also use the Internet to extend our audience beyond the classroom and the campus. The course will be flexibly structured so that students can focus on the medium (fiction, poetry, film, music, television, visual art, dance, etc.) about which they are most passionate.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

WRIT 250 Research or Individual Study
Please refer to description for WRIT 250, Semester I.

WRIT 250H Research or Individual Study
Please refer to description for WRIT 250H, Semester I.

Courses in Health and Society

The anthropologist Mary Douglas observed that "the human body is always treated as an image of society and there can be no natural way of considering the body that does not involve at the same time a social dimension." Similarly, how we perceive our bodies, how they are treated by the health care system, how medicine and health care shape how we see ourselves are critical questions we must all face. Courses in health and society include ones that examine the workings of the human body and mind and ones that take a broad look at the relationship between health and larger cultural and societal issues. These courses encourage students to confront the ethical, social, and political issues in the creation of health and science, and they allow students to consider the broad issues that link the body to the body politic. They offer valuable perspectives to students planning careers in the health field and benefit anyone confronting health care in today's complex world.

Although there is no departmental or interdepartmental major in health studies, these courses enrich and enlarge concentrations in a variety of disciplines. They also demonstrate how different disciplines contribute to understanding a topic (health) and an institution (the health care system) that affect all our lives. Students who plan to apply for admission to medical school should consult the section on Preparation for Medical School in this catalogue.

AFR 297 Medical Anthropology: A Comparative Study of Healing Systems

AFR 340 Seminar. Topics in African American History. Topic for 2008-09: Health and Healthcare Professionals in the African Diaspora

ANTH 238 The Vulnerable Body: Anthropological Understandings

ANTH 251 Cultures of Cancer

BISC 105 Stem Cells: A New Frontier in Biomedicine

BISC 107 Biotechnology

BISC 109 Human Biology with Laboratory

BISC 209 Microbiology with Laboratory

BISC 213 The Biology of Brain and Behavior with Laboratory

BISC 302 Animal Physiology with Laboratory

BISC 331 Seminar. Cancer Genomics

BISC 334 The Biology of Stem Cells

CPLT 334 Literature and Medicine

FREN 327 A Fascination with Bodies: The Doctor's Malady

NEUR 100 Brain, Behavior, and Cognition: An Introduction to Neuroscience

NEUR 320 Vision and Art: Physics, Physiology, Perception, and Practice with Laboratory

PE 205 Sports Medicine

PHIL 249 Medical Ethics

POL1 317 Health Politics and Policy

POL1 334 Seminar. Disability in American Society: Politics, Policy, and Law

PSYC 208 Adolescence

PSYC 219 Biological Psychology

PSYC 308 Systems of Psychotherapy

PSYC 318 Seminar. Brain and Behavior

SOC 202 Introduction to Human Rights

SOC 314 Medical Sociology and Social Epidemiology

WOST 209 Framing the Body through Feminist Theory

WOST 212 Feminist Bioethics

WOST 214 Women, Reproduction, and Health

WOST 220 American Health Care History in Gender, Race, and Class Perspective

WOST 221 Women's Reproduction in Historical Perspective

WOST 312 Capstone Seminar. Feminist Inquiry. Topic for 2007-08: Global Feminism

WOST 321 Gender Justice and Health Policy

Courses in Legal Studies

Law plays a central role in social organization, and legal and political institutions use law, doctrines, and procedures to establish collective values, mediate conflicts between individuals and groups, and resolve questions of state power. Legal materials provide a rich ground for developing reading and interpretive skills, and for promoting serious inquiry into visions of the good and the just, the dimensions and limits of private and public decision-making, and conflicts between consent and coercion. Finally, cross-cultural and historical analyses offer students opportunities to explore the ways in which legal institutions and practices help create diverse social identities and communities. Students wishing to explore a range of legal materials, analytical frameworks, and institutions are encouraged to select courses from several perspectives and disciplines.

There is no departmental or interdepartmental major in legal studies; however, coursework in this area can enrich and enlarge concentrations in a variety of disciplines. Students who plan to apply for admission to law school should consult the section on Preparation for Law School in this catalogue.

CLCV 243 Roman Law

ECON 325 Law and Economics

HIST 258 Freedom and Dissent in American History

HIST 390 Seminar. Race, Law, and Culture in Louisiana, 1699-1904

PHIL 326 Philosophy of Law

POL1 213 Washington Decision-Making

POL1 215 Courts, Law, and Politics

POL1 311 The Supreme Court in American Politics

POL1 324S Seminar. Gender and Law

POL1 334 Seminar. Disability in American Society: Politics, Policy, and Law

POL1 335S Seminar. The First Amendment

POL3 325 International Environmental Law

POL3 329 International Law

PSYC 230 Psychology of Law

SOC 202 Introduction to Human Rights

WOST 308 The Changing Law, the New Family, and the State

WRIT 125 Crime and Punishment in America: Its Roots and Its Future

Courses in Literature or Film (from Language Departments) Taught In English

Students should note that a number of foreign language departments offer literature courses in translation. All material and instruction is in English and no knowledge of the foreign language is required for these courses.

AMST 212 Korean American Literature and Culture

ARAB 210 Arabic Literature in Translation

CHIN 206 The Chinese Literary Imagination I: Beginnings to the Northern Song Dynasty

CHIN 207 The Chinese Literary Imagination II: The Song Dynasty to the Fall of Imperial China

CHIN 208 The Chinese Literary Imagination III: Late Qing to the Present Day

CHIN 230/330 Writing Women in Traditional China

CHIN 232/332 Writing Women in Modern China

CHIN 243 Chinese Cinema

CHIN 244 Classical Chinese Theatre

CHIN 325 Philosophical Approaches to Chinese Literature

CHIN 339 Popular Culture in Modern China

CHIN 340 Literature of the Chinese Diaspora

CLCV 102 Uncovering the Ancient World: An Introduction to the Worlds of Greece and Rome

CLCV 104 Classical Mythology

CLCV 210/310 Greek Tragedy: Plays, Politics, Performance

CLCV 211/311 Epic and Empire

CLCV 212 On the Road: Travel in Literature and Film from Homer's *Odyssey* to *Thelma and Louise*

CLCV 213 Gender in Antiquity

CPLT 220/ENG 220 Introduction to Comparative Literature

CPLT 284 Magical Realism

CPLT 330/ENG 330 Seminar. Comparative Literature. Topic for 2008-09: Girls, in Theory.

GER 276 Franz Kafka

ITAS 209 Italian-Jewish Identity

ITAS 212 Italian Women Directors: The Female Authorial Voice in Italian Cinema

ITAS 261 Italian Cinema

ITAS 263 Dante

JPN 111 Gender and Popular Culture of Japan

JPN 130 Japanese Animation

JPN 155/WRIT 125 Exploring Solitude: Japanese Writers Across the Ages

JPN 251 Japanese Writers and Their Worlds

JPN 256 Modern Japan through Cinema

JPN 351 Seminar. Theaters of Japan

JPN 352 Seminar. Postwar Japanese Fiction

JPN 353 Lady Murasaki and The Tale of Genji

ME/R 246 Monsters, Villains, and Wives

ME/R 247 Arthurian Legends

ME/R 248 Medieval Women Writers

RUSS 125/WRIT 125 Great Short Stories from Russia

RUSS 251 The Nineteenth-Century Russian Classics: Passion, Pain, Perfection

RUSS 255 Soviet and Russian Film

RUSS 272 Politically Correct: Ideology and the Nineteenth-Century Russian Novel

RUSS 276 Fedor Dostoevsky: The Seer of Spirit

RUSS 277 Lev Tolstoy: Russia's Ecclesiast

RUSS 282 From Russia with Love: Family and Sexuality in Twentieth-Century Russian Literature

RUSS 286 Vladimir Nabokov

WRIT 125/JPN 155 Exploring Solitude: Japanese Writers Across the Ages

Courses in Statistics

Wellesley College offers statistics courses in a variety of disciplines. Some introductory statistics courses are intended as terminal courses (e.g., MATH 101) while others are prerequisites for more advanced research methods courses in the major (e.g., PSYC 205). The courses listed below all focus on descriptive and inferential statistics but differ in their specific applications and use of statistical software. Students who wish to take one of the following statistics courses to satisfy the QR overlay requirement are advised to select the most appropriate course given their intended major(s) and minor. Students who scored a 5 on the AP Statistics exam have satisfied the QR overlay requirement but may be required to forgo that AP credit if a specific statistics course is required for their major. Please refer to the Quantitative Reasoning Program section for a complete list of QR overlay courses and see the full course descriptions under each department or program for details on the applications emphasized in each course.

Attention Called

ECON 103/SOC 190 Introduction to Probability and Statistical Methods

MATH 101 Reasoning with Data: Elementary Applied Statistics

MATH 101Z Reasoning with Data: Elementary Applied Statistics with Health Applications

MATH 220 Probability and Elementary Statistics

POL 199 Introduction to Research Methods in Political Science

PSYC 205 Statistics

QR 180 Statistical Analysis of Education Issues

SOC 190/ECON 103 Introduction to Probability and Statistical Methods

The following rules apply to these statistics courses: MATH 101 and MATH 101Z are not open to students who have taken or are taking CS 199, ECON 103/SOC 190, POL 199, QR 180, or PSYC 205. In addition, MATH 101 and MATH 101Z are not open to students who have completed MATH 205 except by permission of the instructor; such students should consider taking MATH 220 instead. MATH 101 and MATH 101Z are intended for students who do not anticipate taking further statistics courses in college. Students considering a major in economics, political science, sociology, or psychology are advised not to take MATH 101 and MATH 101Z; other courses are more appropriate for those majors.

ECON 103/SOC 190 (formerly QR 199) is a prerequisite for ECON 203 (Econometrics) which is required of economics majors, and for SOC 301 (Methods of Social Research) which is required of sociology majors. Economics or sociology majors or minors who have completed MATH 220 or PSYC 205 may not also take ECON 103/SOC 190, but must take an additional elective in economics or sociology to complete their major or minor. Students who have taken CS 199, MATH 101, MATH 101Z, POL 199 or QR 180 may only take ECON 103/SOC 190 if they are majoring or minoring in economics or sociology, and should consult the appropriate department chair.

POL 199 is not open to students who have taken or are taking CS 199, ECON 103/SOC 190, MATH 101, MATH 101Z, MATH 220, PSYC 205, or QR 180, except with permission of the instructor.

PSYC 205 is required of all psychology and neuroscience majors. Students who have not declared a psychology or neuroscience major may not enroll in PSYC 205 if they have taken or are taking CS 199, ECON103/SOC 190, MATH 101, MATH 101Z, MATH 220, POL 199, or QR 180; students who have declared a psychology or neuroscience major must take PSYC 205 even if they have already taken one of these other statistics courses.

QR 180 is an elective statistics course for students interested in education policy issues. The course is not open to students who have taken or are taking CS 199, ECON 103/SOC 190, MATH 101, MATH 220, POL 199 or PSYC 205.

Courses in Urban Studies

The city as a unique social, cultural, political, economic, educational, environmental, and geographic locus has been one of the main themes of nineteenth- and twentieth-century thought. As we move into the twenty-first century, the problems and promises of urban life remain an enormous intellectual challenge for researchers and policy makers in many fields, and of great import to the health of our society and to that of other countries. These courses examine the city from many perspectives and allow students to use the city as a focus for interdisciplinary study.

While there is no departmental or interdepartmental minor or major in urban studies, these courses complement and enrich concentrations in other fields, and may be useful for students interested in anthropology, architecture, economics, education, the environment, history, literature, politics, policy analysis, medicine, sociology, or other subjects. Students interested are strongly encouraged to take at least one course in the Department of Urban Studies and Planning at MIT. A special guide to MIT courses in Urban Studies and Planning is available on the Wellesley College urban studies conference. Students are also encouraged to engage in urban fieldwork and internships, opportunities for which are available through the Center for Work and Service.

AFR 204 "Third World" Urbanization

AFR 306 Urban Development and the Underclass: Comparative Case Studies

ARTH 200 Architecture and Urban Form

ARTH 310 Renaissance Architecture, Material Culture, and Urban Form

ARTH 320 Seminar. American Architecture. Topic for 2008-09: Mid-Century Modern: The American Style

ECON 225 Urban Economics

ECON 232 Health Economics

EDUC 216 Education and Social Policy

EDUC 335 Seminar. Urban Education.

EDUC 339/POL1 339S Seminar. The Politics of Urban Public Schools

ENG 365/SOC 365 Images of the American City

FREN 228 Wintersession in Paris: The Paris of Balzac and Zola

GER 233 Berlin in the Twenties

HIST 207 Contemporary Problems in Latin American History

HIST 276 The City in South Asia

HIST 377 Seminar. The City in Latin America

POL1 212 Urban Politics

POL1 315 Public Policy and Analysis

POL1 337S Seminar. The Politics of Minority Groups in the United States

POL1 339S/EDUC 339 Seminar. The Politics of Urban Public Schools

REL 261 Cities of the Islamic World

REL 290 Kyoto: Center of Japan's Religion and Culture, Wintersession in Kyoto

RUSS 203/303 Russian in Moscow

SOC 365/ENG 365 Images of the American City

Courses at MIT:

11.001J Introduction to Urban Design

11.013J American Urban History I

11.041J American Urban History II

11.0016J The City

11.020 Poverty, Public Policy, and Controversy

11.023 Bridging Cultural and Racial Differences

11.024 Great Cities

11.026J Downtown

11.123 Big Plans

Faculty

Legend

A	Absent on leave
A1	Absent on leave during the first semester
A2	Absent on leave during the second semester

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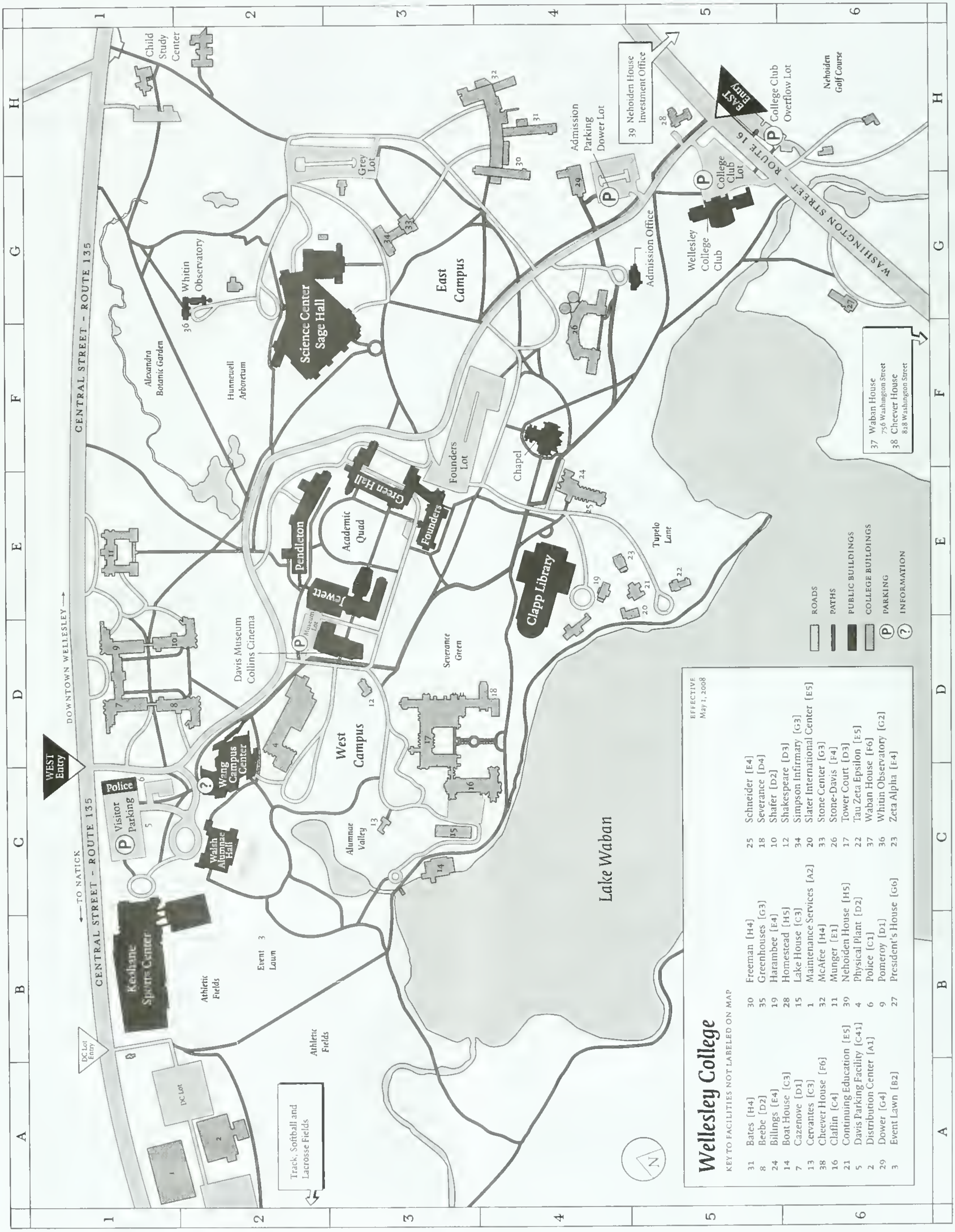
Wellesley College
KEY TO FACILITIES NOT LABELED ON MAP
31 Bates [H4]
8 Beebe [D2]
24 Billings [E4]
14 Boat House [C3]
7 Cazenove [D1]
13 Cervantes [C3]
38 Cheever House [F6]
16 Claflin [C4]
21 Continuing Education [E5]
5 Davis Parking Facility [C41]
2 Distribution Center [A1]
29 Dower [G4]
3 Event Lawn [B2]
30 Freeman [H4]
35 Greenhouses [G3]
19 Harambee [E4]
28 Homestead [H5]
15 Lake House [C3]
1 Maintenance Services [A2]
32 McAfee [H4]
11 Munger [E1]
39 Nehoiden House [H5]
4 Physical Plant [D2]
6 Police [C1]
9 Pomeroy [D1]
27 President's House [G6]
25 Schneider [E4]
18 Severance [D4]
10 Shafer [D2]
12 Shakespeare [D3]
34 Simpson Infirmary [G3]
20 Slater International Center [E5]
33 Stone Center [G3]
26 Stone-Davis [F4]
17 Tower Court [D3]
22 Tau Zeta Epsilon [E5]
37 Waban House [F6]
36 Whitin Observatory [G2]
23 Zeta Alpha [E4]
EFFECTIVE
May 1, 2008
ROADS
PATHS
PUBLIC BUILDINGS
COLLEGE BUILDINGS
P PARKING
? INFORMATION
CENTRAL STREET - ROUTE 135
WASHINGTON STREET - ROUTE 16
← TO NATICK
DOWNTOWN WELLESLEY →
WEST Entry
EAST Entry
DC Lot Entry
DC Lot
Track, Softball and Lacrosse Fields
Keohane Sports Center
Athletic Fields
Event Lawn
Police
Visitor Parking
Walsh Alumnae Hall
Wang Campus Center
West Campus
Alumnae Valley
Davis Museum Collins Cinema
Museum Lot
Severance Green
Jewett
Pendleton
Academic Quad
Green Hall
Founders
Founders Lot
Chapel
Clapp Library
Tupelo Lane
Lake Waban
Alexandra Botanic Garden
Hunnewell Arboretum
Whitin Observatory
Science Center Sage Hall
East Campus
Grey Lot
Child Study Center
Admission Office
Admission Parking Dower Lot
39 Nehoiden House Investment Office
Wellesley College Club
College Club Lot
College Club Overflow Lot
Nehoiden Golf Course
37 Waban House 756 Washington Street
38 Cheever House 828 Washington Street
A
B
C
D
E
F
G
H
1
2
3
4
5
6

Travel Directions

By Car

- **From the West:**
  Take the Massachusetts Turnpike (I-90) to Exit 14 (Weston). Go south on Interstate 95 (Route 128) for 1/2 mile to Route 16, Exit 21B. Follow Route 16 West for 2.9 miles to a stoplight (five-way intersection) in the town of Wellesley; go straight on Route 135 (West). At the third traffic light, take a left into the main entrance of the College. Take your first right to the new Davis Parking Facility.
- **From the East:**
  Take the Massachusetts Turnpike (1-90) west to Exit 16 (West Newton). Follow Route 16 West for 4.7 miles, using directions above.
- **From the North:**
  Take Interstate 95 South (Route 128) to Exit 21B (Route 16 West). Follow Route 16 West for 2.9 miles, using directions above.
- **From the South:**
  Take Interstate 95 North (Route 128) to Exit 21B (Route 16 West). Follow Route 16 West for 2.9 miles, using directions above.

By Airplane

Options from Logan International Airport:

- **By car:** From the airport, take the Ted Williams Tunnel to the Mass Pike (I-90) West. Then follow directions from the East.
- Take a taxi directly to Wellesley College. **See Area Taxis.** Allow at least an hour for the commute. The fare will be approximately $55.

Or

- Take the Logan Express bus, which picks up at all airline terminals, to Framingham. Allow at least an hour for the commute. Call 800-23-LOGAN or visit www.massport.com/logan/getti_typeo_logan.html for more information.

  From Framingham, take a taxi to the College. **See Area Taxis.** Allow half an hour for the ride to Wellesley. The fare will be approximately $16.

Or

- Take the free shuttle bus to the MBTA subway stop. Take the Blue Line Inbound four stops to Government Center. Go upstairs and change to the Green Line. Ride an Outbound subway marked "RIVERSIDE-D" to Woodland, the second to last stop on the D line. Subway fare is $1.25.

  From Woodland, take a taxi to the College. **See Area Taxis.** The fare will be approximately $15.

  Allow two hours for total commute.

By Train

Options from the Amtrak terminal at South Station:

- From South Station, take the Framingham/Worcester Commuter Rail to the Wellesley Square stop. The commute is approximately half an hour. One-way fare is $3.00 and is paid on the train. Exact change is not required.

  Go up the stairs and turn left onto Crest Road; follow Crest a short distance. Take a right onto Central Street. Walk five minutes to the second set of lights. Cross the street to the entrance of the College. From there, allow 20 minutes to walk to your destination on campus.

  Note: The Commuter Rail runs on a schedule that can be accessed by calling 800.392.6100 or 617.222.3200 or by visiting www.mbta.com. Please call ahead when making travel plans; the schedule varies on weekends and holidays. You may also take the Commuter Rail to Wellesley from Back Bay Station.

  If you prefer, call a taxi from the Wellesley Square Commuter Rail stop. See **Area Taxis.** Fare will be approximately $4.

Or

- From South Station, take the MBTA Subway (Red Line) Inbound two stops to Park Street. Go upstairs and change to the Green Line. Ride an Outbound subway marked "RIVERSIDE-D" to Woodland, the second to last stop on the D Line. Follow the above directions from Woodland.

By Bus

- From Peter Pan and Greyhound terminals at South Station, use Commuter Rail directions above.

Or

- Take a Non-Express Greyhound or Peter Pan bus to the Riverside terminal. From there, take a taxi to the College. See Area Taxis. Commute from Riverside will be about 30 minutes, although it may be longer during rush hour. Fare will be approximately $15.

  Note: Express buses DO NOT stop at Riverside.

Area Taxis

Veteran's Taxi
781.235.1600
Hours: 24 hours

Wellesley Transportation
781.235.2200
Hours: 5am–11pm

Colonial Cab
508.653.5600
Hours: 7am–10pm

Yellow Cab Newton
617.332.7700
Hours: 24 hours

Note: All fares quoted are subject to change. Travel time may need to be increased during rush hour.

8/08 8.8M

Notes

Wellesley College
106 Central Street
Wellesley, MA 02481-8203

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